R E P O R T R E S U M E S

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A SUPPLEMENT FOR FRENCH AND ITALIAN TO THE 1962 SELECTIVE LIST OF MATERIALS FOR USE BY TEACHERS OF MODERN FOREIGN LANGUAGES IN ELEMENTARY AND SECONDARY SCHOOLS.

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DESCRIPTORS- *ANNOTATED BIBLIOGRAPHIES, *LANGUAGE TEACHERS, *SECONDARY SCHOOL TEACHERS, *FRENCH, *ITALIAN, INSTRUCTIONAL MATERIALS, INFORMATION SOURCES, LANGUAGE LEARNING LEVELS, EVALUATION CRITERIA, LANGUAGE INSTRUCTION, FLES TEACHERS,

INCLUDED IN THIS ANNOTATED SUPPLEMENT FOR FRENCH AND ITALIAN MATERIALS ARE (1) MATERIALS PUBLISHED SINCE THE PRINTING OF THE ORIGINAL LIST, (2) REVISIONS IN SOME OF THE ORIGINAL EVALUATIONS, AND (3) ITEMS INADVERTENTLY OMITTED FROM THE ORIGINAL LIST. PRICES, GRADE LEVEL, PROFICIENCY LEVEL, AND BRIEF CRITICAL EVALUATION ARE GIVEN FOR EACH ITEM IN THE SUPPLEMENT. THE APPENDIXES INCLUDE THE CRITERIA FOR EVALUATING MATERIALS AND A LIST OF PRODUCERS AND DISTRIBUTORS. (AF)

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1964 supplement

for french & italian

to the MLA SELECTIVE LIST OF MATERIALS

for use by teachers of modern foreign languages in elementary and secondary schools

MLA materials center

a publication of
modern language association
4 washington place, new york, n. y. 10003

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A SUPPLEMENT FOR

FRENCH AND ITALIAN

to the 1962 Selective List of Materials for
use by teachers of modern foreign languages
in elementary and secondary schools

prepared under the
direction of

John T. Harmon

by the staff
of the

MATERIALS CENTER
Modern Language Association
4 Washington Place
New York, N. Y. 10003

FL 000 861

1964

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INTRODUCTION

This is the first of a series of supplements to the MLA Selective List of Materials, published in 1962 under contract with the U. S. Office of Education through the National Defense Education Act. The production of the supplements is being supported by a grant from the Carnegie Corporation of New York, since they have no government support. As their name indicates, they are intended to supplement and not to replace the Selective List of Materials. The supplements include 1) materials published since the original List went to the printer in 1961, 2) revisions in some of the evaluations, and 3) items omitted from the original list through inadvertence.

Each item has been evaluated according to criteria set up by committees of French and Italian teachers, appointed by their respective teachers associations and the Modern Language Association. For each type of item there are several categories of criteria and the item has been judged excellent, acceptable, or unacceptable in each of these categories. If an item is judged unacceptable as a whole, it does not appear in this supplement.

The amount of current activity in the production of foreign language teaching materials may be gauged by the fact that the present supplement, which is largely made up of items produced since 1961, contains over half as many items as were on the original 1962 List.

In the left margin Arabic numerals indicate the grade or class level (7-9 for junior high school). When an item is considered useful at more than one grade level, each applicable level is indicated. Roman numerals indicate language proficiency levels (I for beginners). "T" indicates material for the teacher.

The name or initials in capital letters in each entry is the code name for the producer, whose full name and address are listed in Appendix 2 on pp. 65-69. List prices are given.

The names and addresses of foreign producers are also included in the list on pp. 65-69. Materials produced in foreign countries may be ordered directly from the producer or from an American distributor of foreign materials. Dollar prices given for such items are approximate, and they are based on quotations from various American distributors of foreign materials. Persons wishing to order from an American distributor should get exact quotations from a particular distributor before ordering. A list of American distributors is given on pp. 69-70.

In the notation "1EEA, 2A, 3AAU," etc., the numbers refer to the criteria for the category of this material. The letters are the ratings given by the evaluators: E - excellent, A - acceptable, U - unacceptable. If all evaluators agree on a rating, this letter appears only once. The criteria appear in Appendix 1 on pp. 54-64.

We are indebted to many persons for whatever virtues the present supplement shows: to the thirty-seven evaluators on the committees whose names appear on pp. vii and viii, to members of the MLA staff (Anne Crawford, Patricia A. Manes, Eileen Marron, André Paquette, William Pell, Mary A. Stern, Susan Walton, Glen Willbern); and to the director of the Materials Center, John T. Harmon.

We wish also to express our gratitude for their splendid cooperation to the many publishers and producers of the materials evaluated here. Their generosity in donating materials has not only made possible the evaluations but has also contributed greatly to the display of teaching materials maintained in the Materials Center of The Modern Language Association.

Among the American distributors of foreign materials, we are particularly grateful to the following, who have been exceptionally generous in their donations of materials for evaluation and display:

Goldsmith's Music Shop, 401 West 42nd St., New York, N.Y. 10036
Librairie de France, 610 Fifth Ave., New York, N.Y. 10020
Package Library of Foreign Children's Books, 119 Fifth Ave., New York, N.Y. 10003
Schoenhof's Foreign Books, 1280 Massachusetts Ave., Cambridge 38, Mass.

Despite our efforts, we are sure that the supplement has errors of commission and omission. Some excellent materials appeared too late to be included; others were omitted because they are not generally available; others were not submitted for evaluation. We will be grateful for criticisms of the supplement as a whole and we will be grateful to know authors, titles, and publishers of items that you believe should be submitted for evaluation in any future edition.

The abbreviation SLOM for Selective List of Materials, 1962 is used throughout the supplement.

Donald D. Walsh, Director
Foreign Language Program

EVALUATORS

FRENCH

Miss Evelyn Vandiver (General Chairman)
Director of Foreign Languages
Charlotte-Mecklenburg Schools
Charlotte, North Carolina

Basic Texts, Conversation Books, Integrated Programs:

Mrs. Jane T. Mitchell (Chairman)
Curry Demonstration School
University of North Carolina
Greensboro, North Carolina

Miss Ruth A. Briles
Walter Hines Page Senior H. S.
Greensboro, North Carolina

Miss Estelle Mitchell
Grimsley H. S.
Greensboro, North Carolina

F. André Paquette
Modern Language Association
New York, New York

Bibliographies, Reference Grammars, Methodology, Linguistics, Dictionaries:

Mrs. Elisabeth G. Epting (Chairman)
Converse College
Spartanburg, South Carolina

Mr. Eugene W. Anderson
Supervisor, Modern Foreign Languages
State Department of Education
Columbia, South Carolina

Miss Nancy Shirley
Emory University
Atlanta, Georgia

Discs, Tapes, Slides, Films, Filmstrips:

Mrs. Gladys Lipton (Chairman)
New York City Board of Education
110 Livingston Street
Brooklyn, New York

Mr. Howard Agronin
Newtown H. S.
Flushing 67, New York*

Mrs. Ruth Bennett
Queens College
Queens, New York

Mrs. Ida Courtines
Francis Lewis H. S.
Flushing, New York

Dr. Louise Rypko Schub
Brooklyn College
Brooklyn, New York

Dr. Sollis J. Schub
Midwood H. S.
Brooklyn, New York

Readers, Literary Texts, Books of Culture and Civilization:

Mrs. Tora T. Ladu (Chairman)
Supervisor, Modern Foreign Languages
Department of Public Instruction
Raleigh, North Carolina

Mrs. Nell Kahdy
Needham Broughton H. S.
Raleigh, North Carolina

Miss Elizabeth Raney
Chapel Hill Senior H. S.
Chapel Hill, North Carolina

Songs, Maps, Pictures, Periodicals:

Mrs. Marian Walter (Chairman)
University of Texas
Austin, Texas

Mrs. Rose Mary Clarke
Howe H. S.
Indianapolis, Indiana

Mrs. Margot Dowling
University H. S.
Bloomington, Indiana

EVALUATORS

ITALIAN

Prof. Olga M. Ragusa (General Chairman)
Columbia University
New York 27, New York

Basic Texts, Conversation Books Integrated Programs:

Mrs. Josephine Bruno Pane (Chairman)
Director of Modern Foreign Languages
Medford Public Schools
Medford 55, Massachusetts

Mr. Victor DeRubeis
Everett High School
Everett, Massachusetts

Prof. Anthony J. DeVito
Boston University
Boston, Massachusetts

Mr. Enzo D'Onofrio
Hicksville Junior H. S.
Hicksville, New York

Bibliographies, Methodology, Dictionaries:

Prof. Mary Finocchiaro (Chairman)
Hunter College
New York, N. Y.

Prof. Remigio Pane
Rutgers University
New Brunswick, N. J.

Discs and Tapes:

Prof. A. Michael De Luca (Chairman)
C. W. Post College
Greenvale, New York

Mr. Angelo Petullo
Northport H. S.
Northport, New York

Mr. Joseph A. Tursi
Deer Park H. S.
Deer Park, N. Y.

Readers, Literary Texts, Books of Culture and Civilization:

Prof. Luigi Borelli (Chairman)
University of South Carolina
Columbia, South Carolina

Prof. Stephen H. Ackerman
University of South Carolina
Columbia, South Carolina

Mr. Pasquale Caputo
T. R. Proctor H. S.
Utica, New York

Miss R. Dorothy Hay
T. R. Proctor H. S.
Utica, New York

Prof. George M. Reeves
University of South Carolina
Columbia, South Carolina

Songs, Maps, Pictures, Periodicals:

Prof. Louis Tenenbaum (Chairman)
University of Colorado
Boulder, Colorado

Mr. Raoul Pirri
Jefferson County School System
Denver, Colorado

BASIC TEXTS

9-12
I

Dale, John T. and Magdalene L. **COURS ELEMENTAIRE DE FRANÇAIS.** 3rd ed. HEATH, 1964. Color illus. 531 pp. $5.00. Tapes. Teacher's Guide and Key.

1E, 2EEA, 3A, 4EEA, 5EEA, 6EAA, 7A, 8A, 9A, 10EAA, 11A, 12EEA, 13A

A good revision of the 2nd edition. Special audio-lingual emphasis. Copious pattern practice. Material vocabulary excessive. Teacher's Guide and Key restates psychology of learning and gives general suggestions. Few specific suggestions. Testing section contains 8 pages.

10-12
I

Decker, Henry W., and Françoise Barnhard. **MODERN FRENCH, FIRST COURSE.** AM. BOOK, 1962. Illus. 414 pp. $5.75.

1EAA, 2EAA, 3EAA, 4EAU, 5EAA, 6A, 7A, 8A, 9A, 10A, 11A, 12A, 13U

The text juxtaposes French and English throughout. Instead of dialogues, reading passages or sentences illustrate grammar. Outstanding section on pronunciation with clear diagrams.

10-12
II

_____. **MODERN FRENCH, INTERMEDIATE.** AM. BOOK, 1963. 258 pp. $4.25. Tapes.

1EA, 2EA, 3EA, 4EA, 5EA, 6A, 7A, 8A, 9A, 10A, 11A, 12A, 13A

Fifteen "conversations" aim at fixing a grammatical pattern in each. The student, by analogy, is to apply it to new situations. There are 10 "Dialogues" for a change of pace. Clear, concise appendixes, and a glossary on fly-leaf. On the whole shows improvement over the First Course, though structure drilling in the usual sense leaves much to be desired. Dual-track tapes will be duplicated by publisher for cost of furnishing raw tapes.

7-9
I

Etmekjian, James, Raymond J. Caefer, and Frances J. O'Brien. **SPEAKING FRENCH.** ALLYN, 1963. Many color and b&w illus. 352 pp. $4.16. Teacher's Manual, 78 pp. $.32. Student Workbook, 144 pp. $1.24. Teacher's Key for Workbook, 30 pp. $.12. Ten 7 in. 3 3/4 ips. dual-track plastic tapes. 45-50 min. per side. Listening Practice (2 reels) $30.16. Structure and Pattern Practice (8 reels) $112.00.

(Text) 1A, 2A, 3EEA, 4EAA, 5A, 6E, 7A, 8EEA, 9E, 10EEA, 11EAA

A very attractive text, well organized and psychologically sound, though French and English are juxtaposed in dialogues throughout. The absence of literary materials is not objectionable at the junior high level. Teacher's Manual has a brief discussion of technique. Eight pages have supplementary information on photographs and illustrations. Remaining pages give answers to exercises. Student Workbook is perforated to be withdrawn for handing in after work is completed. The student is told that no exercise is to be written before it has been mastered orally. Some of the exercises are quite good, though some give English in parentheses within the sentence.

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(Tapes) 1A, 2EAA, 3EAU, 4E, 5EEA, 6A, 7A, 8A, 9A, 10A, 11A, 12A, 13A, 14A, 15A

All dialogues are repeated twice, for listening and for repetition. In the second series, 8 reels record exercises in the text and workbook. Male speaker is a native Frenchman.

10-12 II-III

0-12 _____. **LE FRANÇAIS COURANT I.** ALLYN, 1964. Many color and b&w illus. 528 pp. $4.88. Teacher's Manual, 128 pp. $.32. Laboratory Manual and Workbook, 144 pp. $1.40. Teacher's ed. for Laboratory Manual and Workbook, 144 pp. $1.40. Three 7 in. 3 3/4 ips. dual-track, plastic tapes for Listening Practice $44.80. 45-50 min. per side. Fifty 5 in. full-track, plastic reels for Structure and Pattern Practice $268.00. Approx. 20 min. each.

(Text) 1A, 2A, 3EAA, 4AAU, 5A, 6AAU, 7E, 8A, 9A, 10A, 11AAU, 12A, 13U

Organized along the same lines as Speaking French, though cultural material is included. The Teacher's Manual follows the tradition of Speaking French, beginning with dialogues which are followed by variations and pattern drills. Sixteen pages are devoted to suggestions for the teacher, which contain nothing specific after the 9th day. Of the remaining 118 pages, most are answers to exercises.

10-12 I

(Tapes) 1EA, 2A, 3A, 4AA, 5A, 6A, 7A, 8A, 9A. 11A, 12A, 13A, 14EA, 15A, 16AU

Includes dialogues first recorded at normal speech rate and after for repetition. Would be effective for listening practice. Also includes songs. Structure and Pattern Practice tapes have one tape per lesson.

10-12 II-III

Harris, Julian, and André Lévêque. **BASIC CONVERSATIONAL FRENCH.** 3rd ed. HOLT, 1962. Illus. 419 pp. $4.80. Tapes and records.

1E, 2EAA, 3EAA, 4E, 5E, 6A, 7E, 8EAA, 9A, 10A, 11A, 12U, 13EAA

The original edition of this book was evaluated in SLOM 1962. This edition shows improvement in format and in the form in which exercises are presented. Practical dialogues with grammar units and pattern practice exercises. Excellent illustrated readings with questions. The section on "How to get a good French accent" is especially noteworthy with its detailed and phonetic descriptions. Beautiful cover maps.

10-12 I

Malécot, André. **FUNDAMENTAL FRENCH.** APPLETON, 1963. Illus. 409 pp. $5.95. Tapes.

1A, 2A, 3AAU, 4EAA, 5EAA, 6A, 7EAA, 8EAA, 9A, 10EAA, 11A, 12A, 13A

Seems more appropriate for college use than for secondary school. Labeled in the preface as "Conservative Modern," it is somewhat lacking in oral introduction though the exercises are copious and well organized. The teacher could profit by more instruction as to use.

10-12 I

Mondelli, Rudolph, and Pierre François. **CONVERSATIONAL FRENCH ONE.** AM. BOOK, 1963. Illus. 398 pp. $6.00. Tapes.

1EAA, 2A, 3A, 4EAA, 5A, 6A, 7A, 8EAA, 9A, 10EAA, 11EAU, 12A, 13A

Dialogues are the point of departure in the lessons. Good pattern drills but some are approached from a "formal grammar" point of view. Conversations have the English equivalent next to the French. Lessons include questionnaire and vocabulary. Contains more than enough materials for one school year at secondary level.

4-6
I-II

Mother Raymond de Jésus. **HOLY GHOST SERIES. Vol. 5. AVEC NOS AMIS DE FRANCE.** ALLYN, 1961. Illus. 128 pp. Paper $1.36. Teacher's ed., 1962. 145 / 128 pp. Paper $1.36. Three 12 in. 33 1/3 rpm. discs $18.92 or three 7 in. 3 3/4 ips. dual-track tapes $44.88.

_____. **HOLY GHOST SERIES: Vol. 6. EN ROUTE PAR LA BELLE FRANCE.** ALLYN, 1963. Illus. 128 pp. Paper $1.40. Teacher's ed. 151 / 128 pp. Paper $1.40. Three 12 in. 33 1/3 rpm. discs $18.92 or four 7 in. 3 3/4 ips. dual-track tapes $59.80.

1E, 2EAA, 3EAA, 4E, 5EEA, 6EAU, 7EAU, 8EAU, 9EUU, 10AAU, 11AUU, 12E, 13AAU.

Books 1-4 in the Holy Ghost Series are Bonjour, Venez Voir, Je Sais Lire, Je Lis Avec Joie. The series is designed specifically for Catholic elementary schools and many of the illustrations are of a religious nature. Word study is properly presented, but there is too much stress on vocabulary. Teacher's editions contain all the materials of the pupil's editions and have many ideas and helpful suggestions for the FLES teacher. Books 1-4 appear in editions designed for public schools and are therefore evaluated in the 1962 SLOM (p. 9).

10-12
III-IV

O'Brien, Kathryn L., Marie S. Lafrance, and Georges I. Brachfeld. **ADVANCED FRENCH.** GINN, 1963. Illus. 368 pp. $5.36. Two 12 in. 33 1/3 rpm. discs $5.25 and seventeen 5 in. 3 3/4 ips. full-track, mylar tapes $64.00.

(Text) 1E, 2EEA, 3EEA, 4EEA, 5EAA, 6EAA, 7E, 8EEA, 9EAA, 10EEA, 11EAA, 12AU, 13EEA

Designed for third-year high school to follow New First Year French and Second Year French or any other two-year program. Especially appealing because of "sujets à discuter" sections, which motivate conversation and for "étude de mots" sections, which add fluency to written and spoken French. Fifteen grammar lessons alternating with 15 literary lessons, which are excellent selections of well known French writers from the 15th century to the present time, followed by analytical questions based on these selections.

(Discs - literary) 1A, 2A, 3A, 4AE, 5A, 6E

Contain selections from the text.

(Tapes - language) 1E, 2E, 3A, 4A, 5A, 6A, 7A, 12E, 14E, 15E

Based on lesson materials, but are different from exercises printed in the text.

BIBLIOGRAPHIES & RESOURCE LISTS

American Association of Teachers of French, National Information Bureau, 972 Fifth Avenue, New York, New York 10021. Armand Bégué, Dir. Selects and distributes pedagogical items and audio-visual aids as a service to members of the AATF. Free catalogue of books, posters, maps, filmstrips, and other items of interest to teachers of French. Most of the items are currently priced under $2.00.

French Cultural Services, 972 Fifth Avenue, New York, New York 10021. Catalogue of brochures in French (e.g. "Les loisirs en France," "La population française," and "L'Académie Française") and in English (e.g. "Costumes of France" and "French Holidays"). All items are currently priced at ten cents each. Periodicals are also available on request at a nominal charge.

BOOKS OF CULTURE & CIVILIZATION

10-12
III-IV

Bauer, Camille. **LA FRANCE ACTUELLE.** HOUGHTON, 1963. Illus. 264 pp. $4.00. Tapes.

1E, 2E, 3E, 4A, 5E, 6E, 7A
Excellent as a third-year French text. Discusses contemporary France and French life in a style interesting to students and profitable aswell. Contains essays, illustrations, dialogues, questions, and exercises. Covers all the learning skills. Good for pleasant reading as well as study. Excellent tapes containing dialogues and pattern drills for each chapter. Two sets 1-7, $48.00; 8-15, $48.00.

11-12
VI

Blanc, A., and L. Pernet. **FRANCE ET COMMUNAUTE.** HACHETTE, 1959. Color and b&w illus. 226 pp. $3.00.

1A, 2A, 3A, 4A, 5A, 6E, 7A
A comprehensive geography of France and its possessions. Many tables, photos, and maps to illustrate its information, but few exercises. Designed for use in French schools. Could be used for American teachers as reference and by advanced students.

11-12
IV-VI

Bonifacio, A., and P. Maréchal. **HISTOIRE DE FRANCE.** Cours Moyen. HACHETTE, 1964. Color illus. 159 pp. $2.40.

1A, 2A, 3A, 4A, 6A
A brief summary of French history from the beginnings of France through World War II. A few lexical notes are completely in French. Questions and summary for each lesson. Designed for use in French schools. Could be used for American teachers as reference and by advanced students.

T

Bonnefous, Raymonde, et al. **GUIDE LITTERAIRE DE LA FRANCE.** "Bibliothèque des Guides Bleus." HACHETTE, 1964. 836 pp. Price on request.

1A, 2A, 3A, 4A, 5A, 6A
A travel guide to places of literary interest in France -- excellent for anyone who wants to visit the birth place and working habitat of French authors and of foreign authors who lived in France.

10-12
III-IV

Brichant, Collette, ed. **PERSPECTIVES SUR LA CIVILISATION FRANÇAISE.** 2 vols. AM. BOOK,

1964. Tableaux D'Histoire, 152 pp. L'Héritage Culturel, 160 pp. $2.40 each.

1A, 2A, 3A, 4A, 5E, 6A
Readers dealing with events and observations from early French history to the present day. The third and fourth volumes in this series to be published in Spring, 1965.

10-12 III-IV Brodin, Pierre, and Frédéric Ernst. **LA FRANCE ET LES FRANÇAIS**. HOLT, 1961. Color illus. 230 pp. $4.80.

1E, 2E, 3E, 4E, 5E, 6E, 7A
Part One (23 chapters) of this book presents the history of France through her great personalities, including writers like Voltaire, Rousseau, and Victor Hugo. Emphasis is placed on the French people and the events that have forged the destinies of France and have influenced French character. Part Two (11 chapters) presents a picture of contemporary France in the varied domains of activity and the place of France in the present development of the world.

7-9 10-12 II Canac, H., and J. Dupaquier. **COULEURS DE L'HISTOIRE** and companion volume **CHRONIQUES D'HIER ET D'AUJOURD'HUI**. 2 vols. Didier, 1959. CHILTON. Illus. with slides. Vol. 1, 60 pp. Vol.2, 157 pp. $2.50, paper $1.00 each.

1EAA, 2EEA, 3EEA, 4E, 5A, 6E
Accurate, simple without being infantile. One-page presentation of pictures and digest or summary of 60 personalities and events. Black and white and color illustrations of outstanding quality. Sixty-four additional slides, carefully arranged and clearly marked. Chroniques volume contains 30 narratives that can be used as extension and enrichment of digests of history in Couleurs.

10-12 II-IV Cognet, B., and M. Janet. 1e partie: **LES SENSATIONS**, 2e partie: **LA VIE INTERIEURE**. (La Classe de Français-Apprendre à Ecrire, 20e ed.) LIB. CLASSIQUE, 1961. Illus. Vol. 1, 371 pp. $2.50. Vol. 2, 455 pp. $2.70.

1E, 2E, 3E, 4E, 5E, 6E, 7E
Unusual division of subject matter with an interesting approach to teaching of composition. Rich and varied selection of texts, most of them fairly short. Good exercises.

12 V-VI de Monbrison, Arnard. **CHATEAUX EN FRANCE**. HACHETTE, 1962. Color illus. 94 pp. $4.25.

1A, 2A, 3A, 4A, 6E
Many illustrations of French chateaux with text describing each. No exercises.

10-12 III-V Denoeu, François. **IMAGE DE LA FRANCE**. HEATH, 1963. Illus. 317 pp. $4.96.

1E, 2E, 3E, 4E, 5E, 6A, 7A
An outgrowth of the author's Petit Miroir de la Civilisation Française, but less encyclopedic in character and with a vocabulary and style more accessible to the American student. Part I presents the background of France itself, its geography, agriculture, and industry. Parts II through VII present brief accounts of the history, the principal literary

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figures, with a few illustrations from their works, and the arts and sciences of each century from the Middle Ages to the present, giving special emphasis to the 19th and 20th centuries. Parts VIII and IX deal with the government of the Fifth Republic and with contemporary French life.

0-12
I-III _____. **L'HERITAGE FRANÇAIS.** HOLT, 1963. Illus. 211 pp. $4.80.

1E, 2E, 3E, 4E, 6E, 7A
Present individuals whose influence has shaped both French life and western culture, including kings, emperors, writers, and men of science and the arts. Brief historical introductions provide a background for the selections presented about or by each personality.

I De Plinval, G. **PRECIS D'HISTOIRE DE LA LITTERATURE FRANÇAISE.** HACHETTE, 1925. Reprinted 1962. 320 pp. Paper $1.55.

1EA, 2EA, 3A, 4E, 5A, 6A
A concise summary of French literature with very good short criticisms of the authors and their works and fine descriptions of the various literary movements. No exercises.

10-12
II-III Dumesnil, René. **AU FIL DE LA SEINE: DE PARIS A LA MER.** (Collection Visages du Monde). HORIZONS. Illus. 155 pp. Paper. 19.50 N.F.

1A, 2E, 3E, 4E, 5E, 6E, 7E
A beautiful volume of a very fine series combining high quality text, photography, and photographic reproductions of paintings and drawings.

7-9
II-III Durand, P., and L. Roullois. **LE FRANÇAIS EN CYCLE D'OBSERVATION.** Classe de 5e. LAROUSSE, 1962. Color and b&w illus. 352 pp. $2.75.

1E, 2E, 3E, 4E, 6E, 7A
Selections of prose and poetry from French writers, 17th to 20th centuries, intended for twelve-year olds in France. The content is mature enough to interest American high-school students.

_____. Classe de 6e. LAROUSSE, 1961. Color and b&w illus. 352 pp. $2.95.

1EAA, 2EAA, 3E, 4E, 6E, 7A
May help fill need for cultural/historical subject matter of interest to high school students who are FLES "graduates." Excellent choice of texts and pictures with practical suggestions for class use.

T **ENCYCLOPEDIE PAR L'IMAGE: NAPOLEON, NAPOLEON III, LE ROMANTISME. LA RENAISSANCE, PARIS, LA GASTRONOMIE.** HACHETTE, 1960, 1951, 1926, 1956, 1959, 1962 (respectively). Color and b&w illus. 65 pp. each. $1.05 each.

1A, 2A, 3A, 4A, 5A, 6A
Booklets on arts and literature, geography, history, science, and sports. Well written and illustrated but not sturdily bound. No exercises.

10-12
IV Fay, Eliot G. **A REVISED OUTLINE OF FRENCH LITERATURE.** THRIFT, 1950. 32 pp. Paper $.25.

1A, 2A, 3A, 5A, 6A, 7E
A very concise outline of French poetry, prose, and drama with questions and suggested reading in both English and French at the end of each chapter.

9-10 III François, L., and M. Villin. **GEOGRAPHIE.** Cours Moyen. 2e année. HACHETTE, 1962. Color and b&w illus. 96 pp. $1.70.

1A, 2A, 3A, 4A, 5A, 6E, 7A
A comprehensive geography with many illustrations, tables, and maps; also a helpful resume of each chapter is given. Designed for use in French schools. Could be used for American teachers as reference and by advanced students.

11-12 IV-VI Gaxotte, Pierre. **HISTOIRE DE FRANCE.** HACHETTE, 1960. Illus. $7.25.

1A, 2A, 3A, 4A, 6A
An illustrated history of France through 1940. Illustrations include prints of paintings and etchings. No footnotes or vocabulary. Designed for use in French schools. Could be used for American teachers as reference and by advanced students.

11-12 IV-V Ginestier, Paul, et André Maillet. **CULTURE ET CIVILISATION FRANÇAISES.** Didier, 1962. CHILTON. Illus. 507 pp. $4.50.

1E, 2E, 3E, 4E, 5E, 6E, 7E
An anthology which contains extracts of works by 100 French authors (60 contemporary), grouped by headings such as "Les activités humaines" and "A travers la légende et l'histoire." Each text is graded for difficulty and is followed by unusually helpful, varied, and abundant exercises under the headings of vocabulary, grammar, style, composition, and civilization. Includes questions useful in an "explication de texte." Designed for use after completion of integrated series by the same publisher, or in any advanced level course. Teachers of students at almost any level should be pleased by the wealth of material.

10-12 IV-VI The Grolier Society of Canada. **LA SCIENCE POUR TOUS.** 8 vols. GROLIER, 1963. Many color and b&w illus. 450 pp. per vol. $89.50 set.

1E, 2E, 3E, 4E, 5E, 6E
Excellent science reference books for advanced students. Each volume follows same pattern covering materials on universe, earth, plants, animal life, etc.

10-12 III _____. **L'ENCYCLOPEDIE DE LA JEUNESSE.** 15 vols. GROLIER, 1961. Many color and b&w illus. Approx. 370 pp. per vol. $9.50 each.

1E, 2E, 3E, 4E, 5E, 6E, 7E
Excellent general reference encyclopedia for advanced high school students. Each volume covers materials on the earth, sciences, animals, plants, health, stories, etc.

10-12 IV-VI _____. **PAYS ET NATION.** 7 vols. GROLIER, 1962. Many color and

b&w illus. Approx. 350 pp. per vol. $69.50 set.

1E, 2E, 3E, 4E, 5E, 6E
Excellent reference books of countries and nations for advanced students. Many attractive and colorful illustrations and up-to-date facts about various countries.

0-12
V-VI
Larousse. **MEMENTO LAROUSSE ENCYCLOPEDIQUE ET ILLUSTRE.** LAROUSSE, 1949. Illus. 969 pp. $5.95.

1A, 2A, 3A, 4E, 5A, 6E, 7E
A compendium of information treating topics such as "Morale et Instruction Civique," "Droit Usuel et Economie Politique," Grammaire, Littérature, Histoire, Géographie, Mathématiques, Sciences Naturelles, Cuisine, Savoir-Vivre, and La Correspondance. Although copyrighted in 1949, the information is up-to-date through 1958.

Madelin, Louis. **NAPOLEON.** HACHETTE, 1958. Many color and b&w illus. 199 pp. $7.25.

1A, 2A, 3A, 4A, 6E
The life of Napoleon in detail. No exercises.

T
10-12
IV-VI
Maurois, André. **HISTOIRE DE LA FRANCE.** HACHETTE, 1957. Many color and b&w illus. 197 pp. $12.00.

1E, 2EA, 3E, 4E, 5A, 6E
Beginning with the Middle Ages this beautifully produced book treats the history of France up to the present. Devotes attention to the arts as well as to politics.

11-12
IV-VI
Mérimée, Prosper. **COLOMBA.** Abridged. Didier, 1961. CHILTON. Illus. 232 pp. $1.95.

1E, 2E, 3E, 4A
The story of a young Corsican girl serves as cultural background on France during the early 19th century.

10-12
I-II
Roe, F. C. **MODERN FRANCE.** 2nd ed. LONGMANS, 1961. Illus. 305 pp. Paper $4.75.

1E, 2A, 3E, 4E, 5A, 6A
An informative study of French life and culture, useful especially for giving the student an introduction to France before he is able to read books in French. Depicts very clearly the French people and French institutions for the American student, emphasizing the contributions of France to western civilization.

10-12
II-IV
Romier, Lucien. **A HISTORY OF FRANCE.** ST. MARTIN, 1962. Illus. 478 pp. Paper $4.95.

1E, 2E, 3E, 4A, 5A, 6A
Translation of a valuable reference book on the history of France from the earliest days to the end of World War II. Written in a style simple and interesting enough to be read for enjoyment. Since it has no exercises, it could be used better as a reference or for reading than as a textbook. Good illustrations and maps.

10-12
IV-VI
Tannenbaum, Edward R. **THE NEW FRANCE.** CHICAGO, 1961. Illus. 244 pp. $5.00.

1E, 2E, 3E, 4E, 5E, 6E

A well documented and interestingly written study of contemporary France. Analyzes the dynamic changes in French cultural, intellectual, and artistic life.

T Wilhelm, Jacques. **PARIS AU COURS DES SIECLES.** HACHETTE, 1961. Many illus. 189 pp. $3.70.

1A, 2A, 3A, 4A, 5A, 6A
A history of Paris, beautifully illustrated. No exercises.

11-12 V-VI _____. **PARIS VU PAR LES PEINTRES.** HACHETTE, 1961. Color and b&w illus. 95 pp. $3.70.

1A, 2A, 3A, 4A, 5A, 6E
Reproductions of paintings of Paris by famous French artists, with a discussion of their style. No exercises.

BOOKS OF SONGS

K-12 Arma, Edmée, ed. **JOUONS, DANSONS, CHANTONS.** BLOUD, 1958. Paper. 6.45 N.F.

1EEA, 2A
Illustrations culturally excellent and tasteful; include metiers, regional costumes, directions for use in saynètes, dances, stage stanzas, games. Authentic folklore and complete sequence of extra stanzas, natural cues, stage directions, create little fête-scenes. For extra-curricular use. Piano accompaniment.

4-12 **BELLES CHANSONS DE FRANCE.** CASTERMAN, 1956. Illus. 19 pp. $1.50 (Collection Farandole).

1A, 2AEE
Good selection but some songs are incomplete. Pretty pictures but not all (costumes, etc.) are authentic, although some are remarkably so. Especially for teacher's use. Other selections preferable for price. Melody alone.

6-9 10-12 **CANTIQUES DE NOEL.** THRIFT, 1948. 24 pp. $.25.

1A, 2A
Many French Christmas songs, such as "Il est né, le divin Enfant" plus translations of others such as "Sainte Nuit." Piano accompaniments.

4-6 **CHANTS DE FRANCE--TOME II.** THRIFT, 1946. 32 pp. Paper $.30.

1A, 2A
Many well-known children's songs, such as "Cadet Rousselle," "En Passant par La Lorraine," and "Un, Deux, Trois." Also some arias from operas and many canons. Piano accompaniments.

10-12 Dawson, Jeannine, ed. **FRENCH REGIONAL DANCES.** FR. FOLK, 1941. Eleven pamphlets and costume directions. $2.60 per set plus $.50 for costume leaflet.

1E, 2E
Authentic and detailed lessons and illustrations of folk dances of various regions of France. Valuable for extra-curricular and interdisciplinary projects, and for public relations. Costume directions. Feasible in long sequences allowing time

for purely cultural activities. Some dances have lyrics, most have only piano accompaniment.

6-9 DeCesare, Ruth. **LES CHANSONS POUR LA CLASSE DE FRANÇAIS.** MILLS, 1959. 17 pp. Paper $1.00.

1E, 2E
Sixteen famous children's songs, graded in difficulty, and with a vocabulary preceding each. Printed on hea[illegible]music paper. (No English translations. Piano accompaniment given.)

4-6 Lapierre, Eugène. **MES PLUS**
7-9 **BEAUX NOËLS.** Archambault, 1961. MILLS. Illus. 32 pp. Paper $1.00.

1EEA, 2EEA
Twelve Noels, two in translation from other languages. Only one verse each.

K-12 _____ and Albertine. Caron-Legris, eds. **MES PLUS BELLES CHANSONS.** Archambault, 1962. MILLS. Paper (plastic coated cover) $1.00.

1EAA, 2EEA
Fourteen French and Canadian songs, simple accompaniment for all beginners. Only one stanza of each. Not all pictures authentic. Piano accompaniment.

4-6 Mills, Alan. **FAVORITE FRENCH**
6-9 **FOLK SONGS.** OAK, 1963. Illus. 93 pp. $2.45.

1A, 2A
Wide selection of songs with good translations. (English translations, guitar accompaniment.)

BOOKS ON METHODOLOGY

Dunkel, Harold B., and Roger A. Pillet. **FRENCH IN THE ELEMENTARY SCHOOL: FIVE YEARS' EXPERIENCE.** CHICAGO, 1962. 150 pp. $3.75.

1A, 2E, 3E, 4E
A forthright appraisal of a five-year (1955-60) experiment in the University of Chicago Elementary School, discussing numerous practical FLES problems, solutions, and suggested alternatives. Despite the special nature of the learning situation described (general ability of pupils, dearth of A-V materials then available, etc.), the book is a useful document covering many aspects common to sequential FLES programs.

T Léon, Pierre R. **LABORATOIRE DE LANGUES ET CORRECTION PHONETIQUE.** Didier, 1962. CHILTON. Illus. 275 pp. $6.00.

1A, 2A, 3A, 4A
Expensive for classroom teachers. Sections dealing with phonetic correction are particularly helpful and interesting.

CONVERSATION BOOKS

4-9 Ernst, Frédéric, and Sylvia Levy.
I **LEÇONS PRELIMINAIRES.** 3rd ed. HOLT, 1964. Approx. 68 pp. Paper $1.80.

1EAA, 2EAA, 3EAA, 4EAA, 5EAA, 6A, 7A, 8A
Aspects of the conversations are useful and interesting. Vocabularies are broken into

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subject areas: verbs, adjectives, seasons, the weather, dates, etc. Intended for FLES use and would naturally lead to Le Français Book One for later units of study.

7-9
I-II
Harris, Julian, and Hélène Monod-Cassidy. **CONVERSATIONS D'AUJOURD'HUI.** HEATH, 1962. Illus. 244 pp. Approx. $2.25.

1EEA, 2E, 3E , 4E, 5E, 6EEA, 7EAA, 8EAA

A very attractive sequel to Petites Convèrsations and Nouvelles Conversations. Introduces the student to reading and writing. Poetry and songs add variety and interest. Teacher's Manual and Key has advice for a good beginning dictée. English translations of the songs.

10-12
II
Mauger, G., and M. Bruezière. **LE FRANÇAIS ACCELERE.** HACHETTE, 1964. Illus. 186 pp. Approx. $2.50.

Supplementary text for developing conversational ability. Its greatest appeal would be for an adult education course. Covers such topics as shopping, transportation, visit to the beauty parlor.

T
10-12
III
Meldau, Rudolf, and Henri Laponge. **INITIATION A LA VIE FRANCAISE.** HUEBER, 1960. 62 pp. Paper $1.20.

1E, 2A, 4E, 5E, 6A, 7A

Aspects of French life presented in concise and interesting manner.

10-12
II
Muller, Leonard, and Albert Raffanel. **SI UN JOUR....VOUS ALLEZ EN FRANCE.** HEATH, 1963. Illus. 117 pp. Paper $2.00.

1E, 4E, 5E, 6A, 7A, 8U

Intended for preparation for travel in France. Emphasis is on background information and conversational use. Very small print.

10-12
IV
Thérond, Maurice. **DU TAC AU TAC.** 2e ed. Didier, 1955. CHILTON. 207 pp. Paper $3.00.

1E, 4E, 5E, 6E

Thirty-six situational groups of dialogues, proverbs and dictons. As the author warns, intonation is an integral part of the sense, and the less than native teacher would do well to obtain the services of a cultivated native for recordings. Excellent material for advanced dialogues and for lessons in stylistics and creative writing but especially for smooth social reflexes in conversation. Alphabetical index by subject and by term of comparison. Contents by subject and title of dialogue. Two hundred sixty-two questions, each answered by a different term of comparison. Excellent cultural context and gradations of style.

DICTIONARIES

7-9
10-12
III
de Toros, Michel. **LAROUSSE DES DEBUTANTS.** LAROUSSE, 1957. 628 pp. $1.95.

1A, 2E, 3E, 4A, 5EEA, 8E, 9A

Dictionary with simple, concrete definitions. Selection of items and vocabulary used in definitions made with reference to Le Français Fondamental.

Recommended for student use between the Dictionnaire Fondamental de la langue française and the Petit Larousse.

10-12
II-VI

Dubois, Marguerite-Marie, D. J. Keen, and B. Shuey. **LAROUSSE'S FRENCH-ENGLISH, ENGLISH-FRENCH DICTIONARY.** 2 vols. in 1. WASH. SQ., 1955. 260 pp. $8.95.

1A, 2A, 3A, 4A, 7A, 8A, 9A
Over 25,000 entries with pronunciation guide for both French and English; also various tables. Many colloquial expressions included.

10-12
III

Larousse. **LAROUSSE ELEMENTAIRE.** LAROUSSE, 1956. 1140 pp. $5.50.

1A, 2A, 3A, 4A, 5A, 8A, 9A
Edited for students in France of junior high age. Less bulky than Le Petit Larousse, it is of necessity less complete.

T
10-12
IV-VI

Martinon, Ph. **DICTIONNAIRE DES RIMES FRANÇAISES.** (Edition revue et completée par P. Lacroix de L'Isle .) LAROUSSE, 1962. (Includes 80 page treatment of French versification .) 288 pp. $6.50.

1E, 2EAA, 8A, 9A
Useful mainly as a reference for the teacher and advanced literature classes.

11-12
V-VI

Rat, Maurice. **PETIT DICTIONNAIRE DES LOCUTIONS FRANÇAISES.** Nouvelle édition revue et corrigée. GARNIER, 1962. 200 pp. Paper $1.00.

1A, 2A, 3A, 4E, 8EEA, 9A
An abridged edition of the Rat Dictionnaire des Locutions Françaises. Very interesting collections of sayings. Valuable for teachers and advanced students. Good index of principal words. Easy to consult.

DISCS & TAPES: CULTURAL

10-12
V-VI

CHEZ NOUS EN FRANCE--CHANTS ET POESIES. Ed. Eliette Gardet and Marie-Louise Pechenard. ENCYC. SON., 1960. One 12 in. 33 1/3 rpm. disc. (Serial No. 320 E 824). About $5.00. No text.

1A, 2A, 4A, 5E, 6A, 10A
Pieces of literature and songs about various regions of France. Selections are slowly spoken, and the texts and songs are easily understood.

10-12
III-IV

CIRCLING THE GLOBE WITH SPEECH: DIALOGUES I. WILMAC, 1961. One 12 in. 33 1/3 rpm. disc. (Serial No. DLG 5002). $5.95. Text.

1E, 2E, 4E, 5A, 6A, 8E, 9E
Good for cultural supplement in the classroom, for pronunciation and intonation improvement, and for teaching idiomatic current usage.

10-12
3-9
II-VI

LES CONTES DE PERRAULT. 2 vols. FOLKWAYS, 1962. Two 12 in. 33 1/3 rpm. discs. (Serial Nos. 7861 and 7862). $5.95 each. Booklet with complete text and English translation.

1EEA, 2E, 4E, 6E, 8E, 9A
Universally known fairy tales read by one actor imitating several voices. Most

interesting for young children, should be enjoyable for high school and college students as well, because of the familiarity of stories. Read at normal rapid pace.

10-12
7-9
I-II

THE FRENCH STORY. Performed by Michèle Trudel. FOR. LANG., 1959. One 12 in. 33 1/3 and 45 rpm. disc. $5.95.

1A, 2A, 4A, 5A, 6A, 8A, 10A

Commentary in French on the geography and history of France. Can be played at 33 1/3 or 45 speeds. Might be useful in language laboratory for listening comprehension.

DISCS & TAPES: LANGUAGE

10-12
III-V

CIRCLING THE GLOBE WITH SPEECH: FRENCH I, II & III. WILMAC, 1954, 1956 and 1959. Three 12 in. 33 1/3 rpm. discs. (Serial Nos. CGS 102, 106, 110). $5.95 ea. Text.

1E, 2E, 4E, 5E, 6E, 8E, 10E

Students from all parts of France tell about their lives, describe their cities. Excellent for teaching culture, pronunciation and intonation, current language.

10-12
III-V

CIRCLING THE GLOBE WITH SPEECH: FRENCH--SIMPLIFIED, VOLS. I AND II. WILMAC, 1961. Two 12 in. 33 1/3 rpm. discs. (Serial Nos. SI M1002, SI M2006). $5.95 ea. Text.

1E, 2E, 4E, 5E, 6E, 8E, 10E

Describes visits to or life in various parts of France. Excellent for pronunciation and intonation, current language rather than literary style. Voices of young people with whom listener can identify.

10-12
II-III

Cornfield, Ruth R. **AURAL COMPREHENSION AND DICTATION EXERCISES.** TAV, 1960. Six units, each witn 1 filmstrip, 1 record or 2 tapes, 30 workbooklets, teacher's manual. Each unit $18.80 with record, $27.50 with tapes. Additional workbooks available at $.10 ea.

1E, 2E, 4A, 5E, 6A, 8A

Passages given first as aural comprehension exercises and then as dictation exercises. Subject matter interesting, accents good. Should be very useful in language laboratory. Filmstrips are views of places described in records (or tapes). Interesting for teaching culture.

10-12
III-VI

_____. KEYS TO PRONUNCIATION AND THE WRITTEN WORD. TAV, 1962. Twenty-four 5 in. 7 1/2 ips. dual-track tapes with 30 workbooks, 30 answer sheet sets, teacher's manual. $240.00. Additional workbooks at $1.50 ea. and answer sheets at $.90. ea.

1E, 2A, 3E, 4E, 5A, 6A, 7E, 8E

Excellent drills involving different sounds in French. Highly suitable for language laboratory work.

10-12
II-III

FRENCH AUDITORY COMPREHENSION EXERCISES, LEVEL II, UNITS 1 & 2. EAV, 1963. Two 5 in. 3 3/4 ips. single-track tapes, teacher's guide with full text, 1 pad of student work

sheets containing questions and alternate choice answers only. $11.90. Additional student pads of 100 sheets at $1.50.

1A, 2A, 4A, 5A, 6A, 8E

Each tape has 15 paragraphs and questions for listening comprehension. After each paragraph there is a minute of silence to permit students to select the correct answer to the question. Very helpful in classrooms and laboratories.

0-12
-II

FRENCH BY SIGHT, SOUND AND STORY. Mario Pei, ed. RECORD B., 1963. Six 12 in. 33 1/3 rpm. discs. Booklets and Text. Illus. Vols. I, II, III. $6.95. Manuals $1.65 ea.

1A, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 10A, 11A, 13A, 14A, 15A, 16E

An interesting course based on a trip to France. Excellent French voices and space for repetition. Despite emphasis on travel vocabulary, useful for classroom and laboratory.

10-12
III-VI

FRENCH FOR BEGINNERS. Ruth Cornfield, consultant. TAV, 1960. Six 12 in. 33 1/3 rpm. discs. (Serial No. FR VI-6). $33.00 each unit. Wall Chart, Filmstrip, Pin-pointer, Manual for Teachers.

1A, 2A, 3A, 4A, 5A, 6A, 8A, 9A, 10A.

The pin-pointer for locating parts of a record is highly recommended. Filmstrips can be used without records for drills.

4-6
I

FRENCH FOR CHILDREN. Editor-in-chief, Frederick D. Eddy. Performers, native speakers. OTTENHEIMER, 1957. Two 10 in. 33 1/3 rpm. discs. (Serial No. CAB 4001). $4.95 ea.

1A, 2A, 3A, 4A, 5A, 6A, 7A, 8A, 10A

Interesting dialogues for FLES level using the "tu" form. Such topics as foods, meals, movies, and the doctor's office are covered. Children's voices are most appealing.

10-12
III-V

FRENCH TODAY. G. Carter, ed. EAV, 1961-63. Fifteen 12 in. 33 1/3 rpm. dics or 3 3/4 ips. dual-track tapes. $5.95 ea. Teacher's and student's texts.

1A, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 10A, 11E, 15A, 16E

Much varied material for intermediate and advanced students including provision for listening comprehension, spaces for repetition, questions, student practice records, and complete text on the master record. Its greatest advantage is to provide interesting, varied material that should help to maintain student interest.

10-12
III-IV

Harris, Julian, and Hélène Monod-Cassidy. **CONVERSATIONS D'AUJOURD'HUI.** HEATH, 1963. Two 12 in. 33 1/3 rpm. discs. (Serial Nos. UR 1384, UR 1385). $8.48. Twenty-seven 5 in. 3 3/4 ips. full-track tapes. $125.00. Student's Text. Illus. 256 pp. $2.96, paper $2.36. Teacher's Manual and Key. 116 pp. $1.80.

1E, 2E, 3E, 4A, 5E, 6A, 7A, 8A, 9E, 10E
Excellent in content and could be very useful for pronunciation, intonation improvement, and teaching culture.

10-12
7-9
II-III
_____. **NOUVELLES CONVERSATIONS.** HEATH, 1962. Two 12 in. 33 1/3 rpm. discs. (Serial No. KB 3301, KB 3302). $8.48.

1E, 2E, 3E, 4E, 5E, 6A, 7U, 8A, 9E, 10E
Dialogues recorded in beautiful French, useful for improving pronunciation and intonation. Text evaluated in 1962 SLOM.

7-9
K-6
I
_____. **PETITES CONVERSATIONS.** HEATH, 1956. Two 12 in. 33 1/3 rpm. discs. (Serial No. DCHC-3). $8.48. Student's Text. Illus. 94 pp. $2.48, paper $1.88. Teacher's ed. Illus. 158 pp. Paper $2.48.

1E, 2A, 3E, 4A, 5A, 6A, 7A, 8A, 9A, 10E
Varied selections of stories, poems, and structures which follow textbook.

10-12
III-VI
IMAGES DE LA VIE. (Set 1). EAV, 1962. Two 5 in. 3 3/4 ips. one-track tapes and 4 color charts. Text of comprehension exercises. $7.95.

1A, 2E, 3E, 4E, 5A, 6A, 7E, 8A, 10A, 13A
Each tape contains two lessons. A lesson has a comprehension exercise, questions, and verb exercises. For use with a set of large pictures either in the classroom or in laboratories.

K-6
I
Patterson, Frances H. **LES ALBUMS DE L'ONCLE MAX.** Performers: M. et Mme Armand Bégué. HEATH, 1963. Two 10 in. 33 1/3 rpm. discs. (Serial No. DCHC-2). $8.80 Text. Paper $1.20.

1A, 2E, 3E, 4E, 5E, 6A, 8A
Delightful for young children. Teaches time, numbers, seasons, etc.

4-6
I
_____. **MES PREMIERES LEÇONS DE FRANÇAIS.** Performers: Andrée Bergens, Jean Sareil, Simone Oudot, Nancy Willard. HEATH, 1960. Four 12 in. 33 1/3 rpm. discs. (Serial Nos. M70P-7051, 2, 3, 4). $14.00. Student's Text. Illus. 160 pp. Paper $1.92. Teacher's Manual and Key. 98 pp. Paper $1.16.

1E, 2E, 3A, 4E, 5A, 6E, 7A, 8A, 9A, 10A
Varied stories, poems, and songs to follow workbook. Although voices are excellent, the use of children's voices would add more interest to the material.

10-12
II
Pei, Mario. **GETTING ALONG IN FRENCH, VOL. I.** FOLKWAYS, 1962. One 12 in. 33 1/3 rpm. disc. (Serial No. FL 8141). $5.95. Text.

1A, 2E, 3E, 4E, 5E, 6E, 8A, 9A, 12A, 14A
Based on Getting Along in French by Mario Pei (Harper). The contents cover various situations faced by a tourist in France (passport, baggage, travel by train, etc.). It is not a course of study and could be used only as supplementary material in the classroom.

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7-9
II-IV

Pond, K.S., and J. Peyrazat. **EXPANDED QUICK CHANGE AUDIO DRILLS IN FRENCH.** Recorded by Thompson Ramo Wooldridge. REGENTS, 1962. Thirteen 3 3/4 ips. single-track on dual-track tapes. $98.50. Teacher's Book.

1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 10E, 13E, 15E, 16E

Pattern drills teaching forms of verbs, tenses, structure, and some idioms. Useful in a language lab to reinforce what has been taught in the classroom.

10-12
I-II

_____. **QUICK-CHANGE AUDIO DRILLS.** Recorded by Thompson Ramo Wooldridge. REGENTS, 1960. Eighteen 3 3/4 ips. single-track plastic tapes. $98.50. Teacher's Manual.

1A, 4E, 5E, 6A, 7E, 8E

A variety of transformation drills to promote facility in basic structures in the foreign language. All are in French, except for a few drills involving partial English phrases, which the reviewers do not recommend.

10-12
II-III

REGENTS AUDITORY AND READING COMPREHENSION EXERCISES IN FRENCH. Recorded by Thompson Ramo Wooldridge. REGENTS, 1964. One 5 in. 3 3/4 ips. dual-track plastic tape. $10.50. Student's Text $.85. Teacher's Text $1.95.

1E, 2E, 4E, 5E, 6A, 8E, 10E

Passages for auditory comprehension (text contains passages for reading comprehension, too). Excellent for developing aural comprehension.

7-9
I

TAVOR. Read by native actors and radio announcers. TAVOR AIDS, 1960-3. Three series (12 tapes in each). Acetate. 7 in. 7 1/2 ips. Entire series comprising 10 filmstrips and 12 tapes plus 1 teacher's book and 2 student's books. $250.00. Additional Teacher's Manual 3 per series $5.00. Additional Student's Manual 3 per series $1.50.

(Tapes) 1A, 2A, 3A, 4E, 5A, 6A, 7A, 8A, 9A, 10A, 12A, 13A, 14A

A well planned course in language study using attractive cartoon-style filmstrips; tapes have unusually clear French voices. A helpful teacher's manual; the pupil's book has a condensed version of the tape recordings. The vocabulary has been selected from Le Français Elémentaire.

(Filmstrips) 1E, 2E

Filmstrips are attractive cartoons. The entire group of frames is repeated three times. In case of accident, teacher can use either of the undamaged section without reordering the filmstrip. Colorful and clear.

DISCS & TAPES: LITERARY

10-12
III-VI

AN ANTHOLOGY OF FRENCH POETRY. Albert Sonnenfeld, ed. Performed by Michel Guilloton. CAEDMON, 1963. One 12 in. 33 1/3 rpm. disc. (Serial No. TC 1184). $5.95. Text.

1E, 2A, 3E, 4E, 5E, 6E

A beautiful reading of 36 well chosen French poems. Some

are suitable for second-level students, some only for more advanced students. Could be used for study of French poetry, or as adjunct to any course.

10-12
V-VI
Corneille, Pierre. **LE CID.** Performed by Théâtre National Populaire. L'Encyclopédie Sonore, 1955. HACHETTE. Two 12 in. 33 1/3 rpm.discs. (Serial Nos. 320 E 806, 320 E 807). $8.95 ea.

1E, 2E, 3A, 4E, 5A, 6E
Beautifully done, but audience noises detract a little from ease in hearing. Can be used to clarify play when studied, also in phonetics course. Possibly more suitable for college level.

10-12
7-9
II-IV
DOUZE TEXTES FRANÇAIS. Read by Jean Deschamps. L'Encyclopédie Sonore, 1962. HACHETTE. Two 7 in. 45 rpm. discs. (Serial Nos. 460 E 803, 460 E 804). 3 vols. available. $2.95 ea.

1E, 2A, 3A, 4A, 5E, 6E
Extracts from famous works by Napoléon, Gide, La Bruyère, Bossuet, Chateaubriand, Rousseau, Renan, Beaumarchais. Excellent for survey course or use in French speech course.

10-12
7-9
II-IV
FABLES DE LA FONTAINE. Gladys Carter, ed. EAV, 1962. One 5 in. 3 3/4 ips. single-track tape. 18.51 min. $5.95. Filmstrips.

(Tape) 1A, 2A, 3A, 4A, 6E
Five fables in dramatized readings: Le Corbeau et le renard, Le Laboureur et ses enfants, La cigale et la fourmi, La mort et le bûcheron, La laitière et le pot au lait. Each is presented first at normal speed and then repeated with pauses for the listener's repetition. No text is included, but the Fables appear in most anthologies.

(Filmstrips) 1A, 2A
French captions on separate frames. Color. Drawings. Attractively illustrated filmstrip. Text is on separate frames on the filmstrip.

11-12
VI
Hugo, Victor. **LE GIBET.** Excerpts from La Fin de Satan. FOLKWAYS, 1961. One 12 in. 33 1/3 rpm. disc. (Serial No. FL 9939). $5.95. Text with English translation $.50.

1E, 2EEA, 3E, 4E, 5E, 6E
Difficult text by Victor Hugo. Very well read. For use in highly advanced courses.

11-12
VI
JEAN COCTEAU READING IN FRENCH. CAEDMON, 1962. One 12 in. 33 1/3 rpm. disc. (Serial No. TC 1083). $5.95.

1E, 2E, 3E, 4E, 6E
Would be excellent for advanced students if a text were included. Selections are representative of Cocteau's work.

10-12
V-VI
Ronsard, Pierre. **LES PAGES DE RONSARD QU'IL FAUT CONNAITRE.** L'Encyclopédie Sonore, 1962. HACHETTE One 7 in. 33 1/3 rpm. disc. (Serial No. 190 E 867 DLP). $3.50.

1E, 2E, 3E, 4E, 6E
Beautifully read; excellent for literature course or French speech course. No text.

10-12
IV-VI

TRESOR DE LA POESIE LYRIQUE FRANÇAISE-LES GRANDS ROMANTIQUES. Georges Hacquard, ed. Selections from Lamartine, Vigny, Hugo, Berlioz, Nerval, et al. Performed by Jean-Pierre Aumont and others. L'Encyclopédie Sonore, 1962. HACHETTE. One 12 in. 33 1/3 rpm. disc. (Serial No. 320 E 814). $8.95.

1E, 2E, 3A, 4U, 6A

This record would be excellent for a literature course if it were accompanied by a text, and if there were more space between bands - it is virtually impossible to choose the band one wants to listen to.

DISCS & TAPES: SONGS

K-12
I-II

BEST-LOVED FRENCH FOLK SONGS. MONITOR, 1963. One 12 in. 33 1/3 rpm. disc. (Serial No. MF-397). $4.98. Complete text of all songs.

2A, 6A

Excellent group of 24 folk songs with orchestral accompaniment. Unusually clear diction. Can be used for supplementary listening practice in classroom and laboratory.

K-9
I

CHANTS POUR LES ENFANTS. (Songs from "Petites Conversations" and "Mes Premières Leçons de Français"). HEATH. One 12 in. 33 1/3 rpm. disc. (Serial No. DCH-101). $3.76.

2A, 6A

Contains many famous French children's songs such as "Frère Jacques," "Au clair de la lune," and "Il était une bergère."

K-12
I-II

ECOUTER ET CHANTER. Ed. George A. Klinck and Jean Klinck. HOLT, 1964. Thirteen 7 in. 33 1/3 rpm. discs. $9.80. Teacher's Manual. 58 pp. Gratis to teachers. Student's Booklet. Illus. 53 pp. Paper $1.00. Tapes.

1E, 4E, 5E, 6E

Excellent choice of 28 authentic French and Canadian folk songs. Recordings are clear, with simple accompaniment. Usually all stanzas are included. Student's Booklet gives the text and melody line. Teacher's Manual includes harmony. Songs are suitable for all linguistic levels.

K-12
I-V

LET'S LEARN FRENCH SONGS. EAV, 1962. Five 7 in. 7 1/2 ips. single-track plastic tapes. (Serial Nos. 6301-1, -2, -3, -4, -5). $6.95 each or $30.00 for set of five. Text.

1E, 3A, 4A, 5A, 6A

Well organized French songs with guitar accompaniment. Approximately 33 songs on 5 tape reels. Each song is repeated three times to help students learn (part 1, normal speed, part 2, each line repeated twice, part 3, singing with musical accompaniment).

ELEMENTARY READERS

10-12
7-9
I-II

Croteau, Arsène, and Arthur M. Selvi. **PREMIERES LECTURES CULTURELLES.** AM. BOOK, 1952. Illus. 85 pp. $2.50.

1A, 2A, 3E, 4E, 5A

The first part presents in very simple language a few basic ideas on France and her people. The use of cognates and the present tense makes this usable in French I. Part 2 has simplified familiar stories, arranged in order of difficulty.

3-6
I-II
Delpire, Robert. **LES LARMES DE CROCODILE.** 2e édition. Imprimerie Savernoise, Bas-Rhin, 1956. PACKAGE Many color illus. 38 pp. $2.00.

1E, 2A, 3A, 5E
For 6th graders to use on their own, or for the teacher to read to children in lower grades. Well illustrated.

4-6
II
Emerson, H. O. **LE CIRQUE CAROLINE.** HACHETTE, 1951. Illus. 95 pp. Paper $2.00.

1E, 2E, 3A, 4E, 5A
Grammar explained on the level of the elementary school pupil. Interesting passages for youngsters.

10-12
7-9
II
Jassogne, Florentine B., and Mildred Severance. **EN VACANCES.** HOLT, 1948, 1960. Illus. 173 pp. $2.12.

1A, 2E, 3A, 4A, 5A
A connected narrative in graded passages, dealing with the life of an average French family during a summer vacation.

10-12
II
Keating, L. Clark, and Marcel I. Moraud. **CULTURAL GRADED READERS.** (Audubon, Lafayette, Lafitte, Les Dupont). AM. BOOK, 1958, 1962. Illus. 52 pp. each. Paper $.90 ea.

1EA, 2EA, 3A, 4A, 5A
Short biographical sketches of famous families of French origin.

7-9
I
Lamorisse, A. E. **LE BALLON ROUGE.** METHUEN, 1962. Many illus. 46 pp. $1.50.

1A, 2A, 3A, 4A, 5E
Supplementary reader adapted from the film, Le Ballon Rouge, which has been admired and enjoyed all over the world. Suitable for a late first level and second level French students.

6-9
II
_____. **LE VOYAGE EN BALLON.** HACHETTE, 1960. Many color illus. 50 pp. $3.00.

1E, 2E, 3A, 5E
Beautiful photos illustrating text. Suitable for use by junior-high-school students or to be read to elementary-school pupils.

7-12
I-II
Langellier, Alice. **EN FRANCE.** HOLT, 1962. Illus. 92 pp. $2.20. Student's Workbook, 1963. 109 pp. Paper $1.20. Thirteen 7 in. 7 1/2 ips. tapes, $97.50 (also on loan for duplication).

1E, 2E, 3E, 4E, 5E
Excellent for the second semester. The short narratives, in simple, conversational language, present realistic and subtly humorous situations that would delight young students. The exercises at the end of each chapter give abundant practice in both directed and adapted dialogue.

The Student's Workbook contains good paragraphs for comprehension.

-6
I
Lionni, Leo. **NAGEOT.** RANDOM, 1963. Many color illus. 28 pp. Regular binding $3.50. Library binding $3.29.

1E, 2E, 5E
A well illustrated children's story about a fish. With proper introduction, it could be read to a class by the teacher.

10-12
I
Müller, Max, and Rudolf Strauch. **ECOUTEZ ET ECRIVEZ.** HUEBER, 1962. 92 pp. Paper $1.10.

1E, 2E
Beautiful selections for reading. Would appeal to superior students. Preface in German. No notes or end vocabulary.

10-12
7-9
III
Penz, Charles, and Marcel Pieuchard. **BELLES PAGES DE FRANÇAIS.** Cours Moyen (1ère année). LAROUSSE, 1955. Many color illus. 317 pp. $1.95.

1A, 2A, 3A, 5A
A collection of children's stories edited for 9 or 10 year olds in France. The language is at Level III, but the content will not appeal to most American senior-high-school students. Acceptable for junior-high students who have begun French in the lower grades.

10-12
III
Politzer, Robert L., and Jeanne Martinet. **RETOUR EN FRANCE.** AM. BOOK, 1964. Illus. 269 pp. Paper $4.00.

1E, 2E, 3A, 4E, 5E
A reader designed to develop reading skill and speed while sharpening audio-lingual control of structure. Content deals with a French family returning to France after a prolonged stay in the United States. An appropriate introduction to France through detailed reaction of Frenchmen. Tapes.

10-12
II
RAPID READING FRENCH BOOKS. 3-8: 3) Le Voyage de M. Perrichon, 4) La Mare au Diable, 5) Les Oberlé, 6) Le Chien du Capitaine, 7) Madame Thérèse, 8) Contes Français. EPS, 1962. 95 pp. ea. $2.00 ea.

1A, 2A, 3A, 5A
Abridged classics with many of the difficult words translated immediately below so that they can be read by students who have less reading fluency than the originals would require.

10-12
7-9
I-II
Riley, Mary, and André Humbert. **PETITS CONTES VRAIS.** Rev. MERRILL C., 1956. Illus. 208 pp. $2.00.

1E, 2E, 3E, 4E, 5E
A delightful book of actual happenings in the daily life of a family in Brittany. Presents French children in true to life situations and introduces skillfully some of the history and legends of this part of France.

7-12
I-II
Seibert, Louise C., and Lester G. Crocker. **LE FILS DU FAUCONNIER.** SCRIBNER, 1963.

PLEASE DO NOT TRY TO ORDER THESE MATERIALS FROM MLA. WE HAVE ONLY SINGLE COPIES FOR INSPECTION. ORDER DIRECTLY FROM THE PUBLISHER OR DISTRIBUTOR. SEE THE LISTS OF SOURCES ON PP. 65-70.

159 pp. Paper $2.75.

1E, 2E, 3E, 4E, 5A
A good reader to follow Histoire d'une Revanche for the early part of French II. Vocabulary difficulties are few. New verb forms are introduced gradually and systematically. Valuable exercises for each chapter. A purely imaginative story that should give students a pleasant reading experience.

7-12
I-II
_____, eds. **HISTOIRE D'UNE REVANCHE.** (Adapted from Le Comte de Monte-Cristo by Dumas.) SCRIBNER, 1963. 120 pp. Paper $2.75.

1E, 2E, 3A, 4E, 5A
Constructed to give beginners an opportunity to read with ease and enjoyment. The plot is highly entertaining for beginners and interesting enough to make reading a pleasant experience. New words are translated marginally. Good exercises with each chapter. Could be used early for outside reading.

7-9
II
Simpson, Arthur. **A SIMPLIFIED FRENCH READER.** 1st - 4th years. 4 vols. FABER, 1960, 61, 62, 64. Many illus. Vol. I, 45 pp. 4s. Vol. II, 69 pp. 5s. Vol. III, 69 pp. 6s. Vol. IV, 67 pp. 7s 6d.

1A, 2A, 3A, 4A, 5A
Series of four readers in fairly simple French. Exercises at the end of each story.

4-6
II
Tresselt, Alvin, and Roger Duvoisin. **BONJOUR, ROUGE-GORGE!** LOTHROP, 1956. Color Illus. 25 pp. $1.75.

1E, 2A, 5E
A story to be read by the teacher to a class after introducing a few specific lexical items. No notes or vocabulary.

FILMS: DRAMATIC & DOCUMENTARY

AUJOURD'HUI NOUS VISITONS PARIS. Filmed in France. IFB, 1963. 16 mm. 20 min. Narrated. Color purchase $195.00. Rental $12.50. Student Guidebook and tapes available.

1A, 2A, 3A, 4A, 5A, 6A, 7A, 8A, 9A
Views and description of various landmarks of Paris.

DEPART DE GRANDES VACANCES. Part of French Film Reader Series (graded). Filmed in France. IFB. 16 mm. 11 min. Dialogue. B&W $60.00. Rental $6.00. Script $.25.

1E, 2E, 3E, 4E, 5A, 6E, 7EA, 8EA, 9E, 10A
Interesting view of summer vacation of a family with three teen-age children. Everyday vocabulary.

7-12
II-IV
HISTOIRE DE POISSONS. Part of French Film Reader Series (graded). Filmed in France. IFB, 1949. 16 mm. 11 min. Dialogue. B&W $60.00. Rental $4.00. Script $.25.

1E, 2E, 3E, 4E, 5A, 6A, 7A, 8A, 9E, 10A
An amusing "fish" story showing leisure time activities of a French family and giving an insight into French family life. Text could be used as a reader.

7-12
II-III
UNE JOURNEE AU LYCEE. Part of Lettres d'un ami français series. Filmed in France. IFB, 1963. 16 mm. 15 min. Narrated. Color purchase

$165.00. Rental $9.00. Handbook $.39.

1A, 2E, 3A, 4A, 5EA, 6E, 7A, 8E, 9E

A Parisian teenager describes his life at a "lycée," and he is shown in typical situations at school. Could be the basis for contrasting some aspects of French and American education.

-12
I

P'TIT JEAN S'EN VA AUX CHANTIERS. Filmed in Canada. IFB. 16 mm. 16 min. Color purchase $165.00. Rental $8.50. Handbook $.39. Tapes.

1A, 2A, 3A, 4A, 5E, 6A, 7A, 8E, 9E, 10A

A captivating tale of a supernatural little boy who's a better lumberjack than all the strong men in Canadian north. Beautiful views of snow-covered Canadian landscape. Text could be used as a reader provided not too much emphasis is placed on technical terms.

-12
I-III

LE PIQUE NIQUE. Part of Lettres d'un ami français series. Filmed in France. IFB, 1963. 16 mm. 15 min. Narrated. Color purchase $165.00. Rental $9.00. Handbook $.39.

1A, 2A, 3A, 4A, 5E, 6A, 7A, 8A, 9A

An excursion to the Château de Fontainebleau--trip on the Autoroute, visit to the Chateau and park. Vocabulary advanced.

-12
I-IV

LE PRINTEMPS EST UNE AVENTURE. CORONET. 16 mm. 11 min. B&W $60.00. Script available.

1E, 2A, 3E, 4E, 5A, 6E, 7E, 8A, 9E, 10A

Thought-provoking description of the changes that come with Spring. Some pre-teaching of vocabulary will be necessary.

7-12
II-IV

QUELLE CHANCE! Part of Beginning French Conversation series. Filmed in France. IFB. 16 mm. 10 min. Dialogue. B&W $60.00 Rental $4.00. Script $.10.

1E, 2A, 3E, 4E, 5E, 6E, 7E, 8A, 9E, 10A

Charming incident in a small French town: while a family of four is enjoying refreshments at a cafe, an automobile accident draws the clientele out to the street. The children proceed to partake of the various refreshments left on the tables, with predictable results.

7-9
II

LA VIE DANS UNE FERME FRANÇAISE. Filmed in France. CORONET. 16 mm. 11 min. Color purchase $120.00. B&W $60.00. Narrated. English captions.

1A, 2A, 3A, 4A 5A, 6A, 7A, 8A, 9E, 10A

Description of life on an authentic French farm. Text is useful as reader before and after viewing the film.

10-12
II

LA VIE FAMILIALE D'UNE FERME FRANÇAISE. Producer: S. William Gunbinen. Filmed in France. BAILEY. 16 mm. 15 min. Narrated. Color purchase $150.00. Teacher's Guide and Script $.25.

1A, 2A, 3A, 4A, 5A, 6A, 7A, 8A, 9A, 10A

Somewhat interesting film in color, presenting not only life on a French farm but also the

historical background of the town. Though lacking dramatic appeal, it can be used in helping students develop listening comprehension. Complete text of narration in Teacher's Manual.

10-12 III-IV **VISAGES DE LA VILLE LUMIERE.** Part of Accent Aigu series. Filmed in France. IFB. 16 mm. 22 min. Narrated. B&W $110.00. Rental $7.50. Script $.25.

1E, 2A, 3E, 4E, 5A, 6E, 7A, 8A, 9A

Before returning home, an American girl visiting Paris records her impressions on tape (and film) for her University French Club. The result is a swing through the monumental highlights of Paris.

FILMS: LANGUAGE STUDY

7-12 II-IV **L'ARRIVEE A PARIS.** Part of Accent Aigu series. Filmed in France. IFB. 16 mm. 10-11 min. Narrated. B&W $60.00. Rental $4.00. Commentary $.25.

1A, 2E, 3A, 4A, 5E, 7A, 9A, 10A, 11E

Bill Johnson and his sister arrive in Paris for a visit, and they look up a war-time buddy of Bill's. Appropriate, natural French conversation.

10-12 III-IV **AU RESTAURANT.** Part of Accent Aigu series. Filmed in France. IFB. 16 mm. 11 min. B&W $60.00. Rental $4.00. Script $.25.

1A, 2E, 3A, 4A, 5E, 7A, 9A, 10A, 11E

Two Americans visiting Paris are taken to dinner by French friends. Appropriate, natural French conversation in and about a French restaurant.

7-9 II **CHEZ NOUS.** Part of Lettres d'un ami français series. Filmed in France. IFB. 16 mm. 12 min. Narrated. Color purchase $135.00. Rental $6.00. Handbook $.39.

1E, 2E, 3A, 4E, 5E, 7A, 9A, 10E, 11E

First letter of a French boy to his pen pal. He introduces his family and describes his life. Good vocabulary covering everyday situations.

7-12 II-IV **L'ENTENTE CORDIALE.** Part of Beginning French Conversation series. Filmed in France. IFB. 16 mm. 10 min. Dialogue. B&W $60.00. Rental $4.00. Script $.10.

1A, 2E, 3A, 4A, 5A, 7A, 9A 10A, 11E

An English lady, one of a group of tourists, stops at a French grocery store for something to eat. The grocer obliges by fixing a light lunch, on the spot, producing very harmonious relationships between France and England, for the moment.

4-12 II-IV **LA FAMILLE MARTIN.** Part of French Film Reader series. (graded). Filmed in France. IFB. 16 mm. 18 min. Dialogue. B&W $110.00. Rental $6.00. Script $.25.

1E, 2E, 3A, 4E, 5E, 7E, 9A, 10E, 11E

A typical exciting day in a family, in Paris and its

suburbs, with good views, interesting story, good vocabulary. The three teenage children would appeal to high-school and junior-high-school audiences.

-12
9
II **LA FRANCE ET LA MER.** From the series: Si La France m'était montrée. Project director: George P. Borglum. Filmed in France. WAYNE A-V, 1963. 16 mm. 13 min. Price on request.

1E, 2E, 3A, 4A, 5E, 7A, 9E, 10E, 11E

A promising sample of a series in production. Depending on the degree of integration that will be achieved within the series and the quality of the accompanying aids still to be produced, the series may prove valuable. Films may be used independently with any first- or second-year course. Forthcoming films in this series are Val de Loire, Un Certain Paris, and Le Moyen Age, as well as another yet untitled, on Elementary and Secondary Education in France. The series is designed to be used ultimately in coordination with the integrated program under production by the Modern Language Audio-Visual Research Project at Wayne State University.

7-12
I-II **ICI ON PARLE FRANÇAIS.** Filmed in Canada. IFB. 16 mm. 21 min. Narrated. Color purchase $225.00. Rental $10.00. Handbook $.39. Tapes available.

1A, 2E, 3A, 4E, 5A, 6A, 7E, 8A, 9E, 10E, 11A

Good views of main sites in and around Quebec with their respective histories. A good survey of the background of the Province de Quebec, with attractive pictures. Script of film, translation into English of many expressions, exercises, questions, vocabulary list, tape (7 1/2) with text of film and pauses for laboratory use.

3-6
I-II **LE PETIT CHAPERON ROUGE.** Filmed in United States. FA. 16 mm. 13 1/2 min. Animated. Color purchase $150.00. Good text of the script with English translation.

1E, 2E, 3A, 4E, 5A, 6A, 7A, 9E, 10E, 11E

The classic tale attractively told for young children, very suitable for FLES. Complete vocabulary review at the end: picture of objects appearing at the same time that the name of the object is pronounced.

7-9
I **LE PETIT COQ QUI REVEILLE LE SOLEIL.** Filmed in France. CORONET. 16 mm. 11 min. Cartoon. B&W purchase $60.00.

1A, 2E, 3E, 4E, 5E, 9E, 10E, 11E

An excellent cartoon with much repetition suitable for all high school levels. Students will retain many sentences and adapt the material to everyday conversation.

4-9
I-II **LA PETITE POULE ROUGE.** FA. 16 mm. 16 min. Animated. Color purchase $155.00. Script.

1A, 2E, 3A, 4A, 5E, 7A, 9A, 10A, 11EA

Story of The Little Red Hen who tries to ask the other

animals to bake bread. They are unwilling to help but eager to eat it. Complete script, but no study-guide. Some pre-teaching of vocabulary will be necessary.

4-6
II

LE VILAIN CANETON. Filmed in United States. CORONET. 16 mm. 11 min. Narrated. Color purchase $120.00. B&W $60.00. Script.

1A, 2A, 3A, 4A, 5A, 7A, 9A, 10A, 11E

Story of the ugly duckling. Interesting for children familiar with the tale. Extensive farm vocabulary.

FILMSTRIPS & SLIDES

K-6
I

SONG-GAME LESSONS: 601, LES AMIS, 602, JE VAIS A PARIS, 603, LES ANIMAUX, 604, BONJOUR, MADEMOISELLE. Consultant Ruth R. Cornfield. TAV, 1963. Tape, Teacher's Manual. 4 lessons. Each $24.00.

(Filmstrip) 1E, 2E

(Tape) 1A, 2A, 3A, 4A, 5A, 6A, 8A, 10A

Filmstrip follows tapes. Very colorful and adds interest to the tapes, although rather childish in nature.

INTEGRATED PROGRAMS

10-12
7-9
II

A-LM FRENCH: LEVEL TWO by Mary P. Thompson and Staff of Modern Language Materials Development Center. HARCOURT, 1964. Textbook (8 units, plus 3 units of Level One). 356 pp. $3.80. Practice Record Set (box of eight 7 in. 33 1/3 rpm. discs) $4.60. Student Test Answer Forms (booklet of 48 perforated pages) $.60. Classroom/Laboratory Materials: 7 1/2 ips. Tape Set (thirty-seven 5 in. reels) $120.00 or 3 3/4 ips. Tape Set (thirty-seven 5 in. reels) $120.00 or 33 1/3 rpm. Record Set (eighteen 12 in. discs) $44.00. 7 1/2 ips. Listening-Comprehension Testing Tape Set (four 7 in. reels) $20.00 or 3 3/4 ips. Listening-Comprehension Testing Tape Set (four 5 in. reels) $20.00. Teacher's Manual.

(Text) 1E, 2E, 3A, 4A, 5E, 6A, 7E, 8E, 9E, 10A, 11A, 12E, 13E

Very worthwhile text with exceptionally fine reading passages and structure drills. Teacher's Manual includes sample lesson plans, tests, and answer key. Text might have included more exercises without the correct forms included.

(Discs & Tapes) 1A, 2E, 3E, 4E, 5E, 6aE, 6bE, 7E, 8E, 9E 12A, 14E, 15E

Highly useful records and tapes (contents identical) for classroom and laboratory practice. Voices are clear, accent is authentic. Includes a set of student practice records for homework. Level One of these materials was evaluated in SLOM, 1962.

10-12
III

A-LM FRENCH: LEVEL THREE by Mary P. Thompson and Staff of Modern Language Materials Development Center. HARCOURT, 1964. Textbook (11 units, plus last 2 units of Level

PLEASE DO NOT TRY TO ORDER THESE MATERIALS FROM MLA. WE HAVE ONLY SINGLE COPIES FOR INSPECTION. ORDER DIRECTLY FROM THE PUBLISHER OR DISTRIBUTOR. SEE THE LISTS OF SOURCES ON PP. 65-70.

Two) clothbound. 498 pp. $5.20. Practice Record Set (box of six 7 in. 33 1/3 rpm. discs) $3.60. Student Test Answer Forms (booklet of approximately 80 perforated pages) $.80. Classroom/Laboratory Materials: 7 1/2 ips. Tape Set (thirty 7 in. reels) $100.00 or 33 1/3 rpm. Record Set (approximately twelve 12 in. discs) $40.00. 7 1/2 ips. Listening-Comprehension Testing Tape Set (four or five 7 in. reels) $20.00. Teacher's Manual.

(Text) 1E, 2E, 3A, 4E, 5E, 6A, 7E, 8E, 9E, 10E, 11E, 12E, 13E

Exceptionally fine text for this level, including varied reading passages and drills. Teacher's Manual is in preparation--a partial manual is available at present.

(Discs & Tapes) 1A, 2A, 3A, 4E, 5E, 6aE, 6bE, 7A, 8E, 9E, 12A, 14A

Useful practice records for homework, although the language is rather fast for average and slow students.

10-12 I **ACTIVE FRENCH DIALOGUES** by Fernand Marty. A-V PUB., 1963. 343 pp. $5.25, paper $4.50. Accompanying tapes. Six 7 in. reels $30.00 .

1A, 2A, 3E, 4E, 5E, 6A, 7A

The dialogues are on 37 topics in an authentic French cultural setting. English equivalents are given throughout. Pictures and photographs of documents are authentic, useful and necessary for this approach. Translations of an immediate (not puzzle-solving) type.

T **LINGUISTICS APPLIED TO THE BEGINNING FRENCH COURSE** by F. Marty. A-V PUB., 1963. 271 pp. Paper $4.00.

1A, 2A, 3E, 4E, 5E, 6A, 7A

This Teacher's Guide focuses attention on hard points of phonology, morphology, and syntax that should be covered in a Level I course.

The third component of the program, **ACTIVE FRENCH: FOUNDATION COURSE**, was not received in time for evaluation.

3-6 I **BONJOUR LINE, Part I.** Ed. Paul Rivenc et al. Didier. CHILTON. Pupil Activity Book, 1963. 72 pp. $.75. Classroom Materials, 1962. 31 Filmstrips $102.30. Thirty-one 7 1/2 ips. full-track tenzar Tapes $68.65. Teacher's Script. 58 pp. Paper $.75.

(Script, evaluated as Basic Text) 1E, 2E, 3E, 4E, 5E, 6E, 8E, 12EA, 13A

(Tapes) 1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 10E, 11E, 12E, 13E, 14E, 15E

(Filmstrips) 1E, 2E

Part I, based on Le Français Fondamental, has 25 lessons and 3 review lessons. Emphasis is on listening comprehension and speaking ability within the controlled 1300-word vocabulary. Filmstrips, drawings, not photographs, are the focal point for classroom activity and are used in conjunction with tapes. The main purpose of the Pupil Activity Book is to provide additional

stimuli for student conversations.

Part II of this series is forthcoming.

7-12 I-IV **LE FRANÇAIS: ECOUTER ET PARLER** (Level I) by Dominique G. Côté, Sylvia N. Levy, and Patricia O'Connor; **PARLER ET LIRE** (Level II) by Alice Langellier, Sylvia N. Levy, and Patricia O'Connor; **LIRE, PARLER ET ECRIRE** (Level III) by Camille Bauer, Margaret D. Barton, and Patricia O'Connor. HOLT, 1962-1964.

ECOUTER ET PARLER: Classroom Materials: Programmed Tape Recordings, twenty 3 3/4 ips. full-track, acetate Lesson Tapes and 1 Test Tape, $10.00 per reel; Flashcards, set $24.00, Unit Quizzes and Key, set of 19, $.60; Tape Recording for Quizzes, $10.00 (no discount); Tests and Key, set of 4, $.48. Teacher Materials: Textbook, teacher's edition, 678 pp., free to teachers. Student Materials: Textbook, 273 pp. and end vocabulary, $4.12. Workbook, 118 pp., $1.36. Pre-reading Records, three 7 in. 33 1/3 rpm., vinyl, $.60 ea. Record Album, set of 10, 7 in. 33 1/3 rpm., vinyl, $4.88.

(Text) 1E, 2EEA, 3E, 4EEA, 5E, 6EEA, 7A, 8EEA, 9A, 10EEA, 11EAA, 12E, 13EEA

(Teacher's edition) 1E, 2E, 3E, 4E, 5E, 6E

(Records & Tapes) 1E, 2E, 3E, 4E, 5E, 6aE, 6bE, 7EA, 8EA, 9E, 10E, 11E, 12E, 13EA, 14EA, 15EA, 16EA

(Flashcards) 1E, 2E, 3E

PARLER ET LIRE: Classroom Materials: Tape Recordings, fourteen 3 3/4 ips. full-track, acetate Lesson Tapes, 1 Test Tape, and 1 Review Tape, $10.00 per reel (no discount); Display photographs, forthcoming; Filmstrips, with script & tapes, forthcoming. Tests and Key, set of 4, $.48. Teacher Materials: Teacher's Manual, free to teachers. Student Materials: Text, 429 pp. and end vocabulary, $5.60. Review Record Album, set of two 12 in. 33 1/3 rpm., vinyl, $4.88. Record Album, set of six 7 in. 33 1/3 rpm., vinyl, $3.80.

(Text) 1E, 2E, 3A, 4E, 5E, 6E, 7A, 8E, 9E, 10E, 11E, 12E, 13A

(Teacher's Manual) 1E, 2E, 3E, 4E, 4E, 6E, 7E

(Records & Tapes) 1E, 2E, 3E, 4E, 5E, 6aE, 6bA, 7A, 8A, 9E, 10E, 12E, 14E, 15E

LIRE, PARLER ET ECRIRE: Classroom Materials: Tape Recordings, forthcoming. Teacher's Materials: Teacher's Manual, 219 pp., free to teachers. Student Materials: Textbook, 418 pp. and end vocabulary, $6.60.

(Text) 1E, 2E, 3E, 4E, 5E, 7E, 8E, 9A, 10A, 11E, 12E, 13E

(Teacher's Manual) 2E, 3E, 4A, 5E, 6E

This integrated French series begins with an essentially audio-lingual approach and proceeds through the second and third levels with continued development of the speaking and listening skills. The reading and writing skills receive

increased emphasis beginning at the second level. The third-year text includes cultural and literary materials in addition to grammatical generalizations. The teacher's guides are valuable aids and are of equal importance in presenting the rationale for the approach used throughout the series. The general coordination of aids and the articulation of content are excellent.

The publisher has a series of elementary-school materials designed to precede Le Français. Level One of this series (pupil's book, teacher's manual, tapes, discs and visuals) are available, but arrived too late for evaluation. Succeeding levels are forthcoming.

10-12 **INTENSIVE SPOKEN FRENCH, BOOKS I-VI.** ENG. LANG., 1960. Paper. Books I, II $4.00 ea. Books III-VI $4.50 ea. Tapes I,II $45.00 ea. Tapes III-VI $63.00 ea.

1A, 2A, 3A, 4A, 5A, 6A, 7A, 8A

Refresher course emphasizing spoken French. Detailed descriptions of the contents of each book are included in its preface. Dialogues, phonological drills (including contrastive phonemic drills of oral and nasal vowels), pattern drills, grammatical generalizations, and other kinds of exercises. Useful as adult refresher course, supplementary material at the advanced high-school and intermediate college levels. A few peculiar pronunciations do not invalidate the series. Excellent provision on the tapes for role-playing by the student in the dialogues.

7-12 I-II **LEARNING FRENCH THE MODERN WAY** by James A. Evans and Marie Baldwin. McGRAW, 1961, 1963. Illus. Vol. 1, 216 pp. Vol. II, 240 pp. $3.95 ea. Teacher's Manual. Filmstrips. Filmed in United States. Eight frames. Photographs. Color purchase $55.00 set. $8.00 each. Text booklets and tapes to accompany. Films. Vol. I, 4 films, 4 min. each film. Color purchase $215.00 set, $60.00 each film. B&W $110.00 set, $30.00 each film. Vol. II, 10 films, 4 min. each film. Color purchase $540.00 set, $60.00 each film. B&W $270.00 set, $30.00 each film. Tapes. Vol. I, Twenty-seven 7 in. 7 1/2 ips. single-track, plastic reels. 12-30 min. each tape. $245.00. set, $10.00 each tape. Vol. II, thirty 7 in. 7 1/2 ips. single-track, plastic reels plus 6 test reels. 14-30 min. each tape. $270.00 set, $10.00 each tape.

(Text) 1E, 2E, 3E, 4E, 5E, 6E, 7EEAA, 8EEAA, 9EEEA, 10A, 11EEA, 12EEA, 13E

Assumes a completely integrated audio-lingual approach. The materials should be presented by following in minute detail the instructions to the teacher at the beginning of the text and in the Teacher's Manual. Provision for using the text at various grade levels is made by the overlapping of material in Books I and II. Vol. I contains Units 1-14 plus Units 15 and 16 from Vol. II.

Vol. II begins with a review unit followed by the overlapping of Units 14-16 from Vol.I

in order to make the series adaptable to various grade levels. Material in Vol. II is sequential to that in Vol.I and should be presented and drilled in the same manner.

(Filmstrips) 1A, 2A

A dramatization of the situational dialogues in the early units to help the students identify the new speech patterns in the dialogues. First without captions and then with captions. The photographs portray American teenagers, rather than French, which the authors defend in the interest of providing a token of security in a new and strange world of sound.

(Films) 1A, 2A, 3A, 4A, 5A, 6A, 7A, 8A, 10A

Presentation of dialogues and stories in the textbook. The basic structures in the units of the text. Films not planned for use before Unit 11 of Vol. I. Intended to sustain interest and add cultural insight.

(Tapes) 1E, 2E, 3E, 4E, 5E, 6E, 7E, 8A, 9A, 10A, 11E, 13A, 14A, 15A, 16E

A verbatim presentation of the dialogues and drills in the textbook in authentic French by native speakers. Drills follow latest thinking in audio-lingual methodology.

(Teacher's Course Guide). Vol. I

1E, 2E, 3EEA, 4EEA, 5E, 6EEA, 7EEA

A lengthy rationale for the audio-lingual-visual approach, and very detailed instructions for the use of materials in Units I and II. After that there is far less detail.

10-12
7-9
I-III

MODERN LANGUAGE AUDIO-VISUAL RESEARCH PROJECT by George P. Borglum, et al. WAYNE A-V. Prices of completed components on request.

In production: A series of texts, tapes, films, filmstrips. Some components of the series which were reviewed in Materials List by Douglas W. Alden, 1959, are currently being revised. Newer components now available for evaluation are listed under La France et La Mer (Film: Language Study) and Mueller, The Structure of French (Reference Grammar).

9-12
I-II

VOIX ET IMAGES DE FRANCE. Ed. Paul Rivenc et al. Didier, CHILTON. Premier Degré: Classroom materials, 1961: 32 Filmstrips, mostly in color, $105.60; thirty-two 5 in. 7 1/2 ips. full-track, tenzar Lesson Tapes $68.80 (with script, Livre du Maître, 1962, 196 pp. $3.00); ten 5 in. 7 1/2 ips. full-track, tenzar Phonetics Tapes $21.50. Teacher's materials: Teaching with Voix et Images de France, 1963. 180 pp. $3.00. Student materials: Thirteen 7 in. 33 1/3 rpm. discs $5.00. Reading Texts for 3-ring binder. 32 pp. $3.00; Workbook. 24 pp. Paper $.75; L'Orthographe du Français (advanced workbook). 80 pp. Paper $1.50.

(Filmstrips) 1E, 2E

(Tapes) 1E, 2E, 3E, 4E, 5E,

6A, 7A, 8E

(Script) 1E, 2E, 3E, 4E, 5E, 6E

(Teacher's Manual) 1E, 2E, 3E, 4EA, 5E, 6E

(Student Records) 1E, 2E, 3E, 4E, 5EA, 6EA, 7A, 8EA, 9EA, 10E, 11E, 12EA, 13E, 14E, 15E

Deuxième Degré: Classroom materials: Ten 7 1/2 ips. full-track, tenzar Lesson Tapes $106.95. Teacher's Manual. Paper $3.00. Student materials forthcoming.

(Tapes) 1E, 2E, 3E, 4E, 5E, 6A, 7A, 8E

This series uses an audio-lingual-visual approach. Prepared in France, it provides essentially a dialogue approach followed by "mécanismes" in each lesson to drill the points of grammar. While many drills and exercises are well constructed, it should be noted that the drills are not entirely based on a contrastive analysis of French and English. The filmstrips are drawings rather than photographs. The utilization of the series presupposes an excellent preparation through the use of the teachers' guides or other means such as a specific training course. The teachers' guides are very detailed. The audio aids are appropriate for classroom, laboratory, and home use. Specific information and aids are given for the presentation of reading and writing; reading texts based on dialogues, excerpts of library works, a workbook of exercises and "dictées."

LINGUISTICS

T Léon, Pierre and Monique. **INITIATION A LA PHONETIQUE CORRECTIVE A L'USAGE DES PROFESSEURS DE FRANÇAIS A L'ETRANGER.** HACHETTE, 1964. Many illus. 98 pp. Paper Approx. $1.00.

1E, 2E, 3E, 4E

A practical work of invaluable help to the classroom teacher, especially if used in conjunction with the author's Exercices systématiques de prononciation française. Manual to be accompanied by discs.

T _____. **INTRODUCTION A LA PHONETIQUE CORRECTIVE.** HACHETTE, 1964. 98 pp. Paper Approx. $1.50.

1E, 2A, 3E, 4E

A very practical treatment of both individual sounds and intonation patterns of French, emphasizing the more urgent problems. Includes very useful ideas on corrective procedures, types of exercises, and pronunciation testing.

Ministère de l'Education Nationale. **VOCABULAIRE D'INITIATION A LA CRITIQUE ET A L'EXPLICATION LITTERAIRE.** CHILTON, 1962. 47 pp. Paper $.75.

1E, 2E, 3E, 4E

Third of series of reports of research to establish most essential items of vocabulary structure. Français Fondamental 1ère degré et 2ème degré previously evaluated in 1962 SLOM. Essential for the teaching of

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oral French. Clearly and intelligently presented. The result of prolonged research by the French Ministry of Education and UNESCO into methods of teaching spoken French to foreigners. Invaluable for teachers.

LITERARY TEXTS

10-12 IV **ANTHOLOGIE DE POEMES ET DE PROVERBES FRANÇAIS.** THRIFT. 32 pp. Paper $.50.

1EA, 2A, 3A, 4A
A collection of poems by poets from Charles d'Orléans to Paul Verlaine, with a vocabulary in a separate pamphlet. No biographical notes or annotations with each poem to explain Old French. Suitable for college level.

10-12 7-9 I-II Beaumont, P. de, ed. **ALADIN ET LA LAMPE MERVEILLEUSE.** HACHETTE, 1963. Abridged, simplified. Illus. 79 pp. Paper, approx. $.65.

1A, 2A, 3A, 4A
Simplified selection. No end vocabulary.

10-12 II-V Bégué, Louise, ed. **CHOIX DE POESIES.** HOLT, 1962. 215 pp. $3.80. Accompanying recordings by Pierre Viala. Two 12 in. 33 1/3 rpm. discs. $7.60.

1E, 2A, 3A, 4A
A good anthology of French poetry including selections from the time of Charles d'Orléans to the present day. A clear introduction to versification and a short discussion of each poet and poem. The records add to the listening and pronunciation skills of the pupil.

10-12 III-IV Berry, M. **UNE SEMAINE AVEC--.** HACHETTE, 1963. Illus. 386 pp. Cours Elémentaire $1.85; Cours Moyen $2.10; Cours Moyen et Supérieur $3.25.

1A, 2A, 3A, 4A
A collection of 36 texts, each an outstanding work of a famous writer. The texts, in chronological order, are an original initiation to the history of literature. From Homer to Kipling and Benoît.

10-12 V Boulle, Pierre. **LE PONT DE LA RIVIERE KWAI.** Ed. Georges J. Joyaux. SCRIBNER, 1963. Illus. 208 pp. Paper $2.95.

1A, 2A, 3A, 4A
Includes a biography of the author, an extensive introduction in French, questions on each chapter and a vocabulary.

10-12 III-IV Brearley, Katherine T., et al, eds. **CONTES ET SCENARIOS.** HOLT, 1960. Illus. 193 pp. $3.00.

1E, 2E, 3A, 4E
An interesting treatment of four stories by Maupassant, Theuriet, and Zola, each followed by a play adapted from the story, suitable for student presentation. The questions and creative exercises are excellent. The translation exercises should be omitted in using this book as a text.

0-12
V-VI

Brée, Germaine, ed. Laurel Language Library, French Series. DELL, 1962-64. Balzac, **LA PEAU DE CHAGRIN** $.50; Camus, **DE L'ENVERS ET L'ENDROIT A L'EXIL ET LE ROYAUME** $.50; Chrétien de Troyes, **YVAIN OU LE CHEVALIER AU LION** $.50; Corneille, **POLYEUCTE and LE MENTEUR** $.50; Diderot, **JACQUES LE FATALISTE** $.50; **FRENCH POETRY FROM BAUDELAIRE TO THE PRESENT** $.75; Giraudoux, **LA FOLLE DE CHAILLOT and L'APOLLON DE BELLAC** $.50; Racine, **BRITANNICUS and PHEDRE** $.50; Stendhal, **LE ROUGE ET LE NOIR** $.95.

1E, 2E, 3A, 4A
Excellent for advanced students. Critical introductions and notes on authors and works with bibliographies.

10-12
I-II

_____, and Micheline Dufau, eds. **VOIX D'AUJOURD'HUI.** HARCOURT, 1964. 264 pp. Paper $3.50.

1E, 2E, 3E, 4A
Selections vary widely from quiet drama to brilliant comedy. Most tinged with humor. Works will appeal to student's intelligence and imagination. Lively and up to date.

10-12
VI

Camus, Albert. **LA PESTE.** Ed. W. J. Strachan. METHUEN, 1960. 338 pp. $2.50.

1E, 2E, 3A, 4A
A comprehensive introduction discusses Camus' work in general and also the characters in this novel. A short section of notes.

11-12
VI

Clouard, Henri, and Robert Leggewie, eds. **ANTHOLOGIE DE LA LITTERATURE FRANÇAISE.** OXFORD, 1960. Vol. I, 428 pp. (through 18th century), Vol. II, 466 pp. (19th and 20th centuries). $7.50 ea.

1E, 2A, 3A, 4EA
Notes and introductions in French.

9-12
III-IV

Colquhoun, G., and E. Guergady. **SUR LES ROUTES DE FRANCE.** MURRAY, 1962. Illus. 160 pp. Paper. 6s 6d.

1E, 2A, 3A, 4A
A delightful narrative using words and expressions of normal conversation. An English family takes a vacation trip through France. Questions in French follow each chapter.

10-12
IV

Corneille, Pierre. **POLYEUCTE.** Didier. CHILTON, 1963. Illus. 115 pp. Paper $1.00.

1E, 2E, 3A, 4A
Includes an excellent biographical and bibliographical sketch. Vocabulary glosses.

7-9
I

Crouteau, Arsène, and Arthur M. Selvi. **PREMIERES LECTURES CULTURELLES.** AM. BOOK, 1952. Illus. 114 pp. $2.50.

1E, 2E, 3A, 4A
The first part deals with French culture, very simply written. The second part has ten short stories in very simple French, graded for difficulty. Vocabulary, exercises and proverbs appear at the end of each chapter.

7-9
I-II

_____. **SCENES DE LA VIE FRANÇAISE.** AM. BOOK, 1964. Illus. 154 pp. Paper $2.25.

1A, 2A, 3A, 4A
To develop reading skills and promote fluency in the spoken language. Two parts: Part I -- eight simple narratives dealing with daily life of Frenchmen at home, at work, in the city and country. Part II -- single stories illustrating a phase of French culture. Vocabulary and exercises at end of the book.

10-12
III-VI

Daninos, Pierre. **LES CARNETS DU MAJOR W. MARMADUKE THOMPSON.** CAMBRIDGE UNIV., 1963. Illus. 170 pp. Paper $1.75.

1A, 2A, 3A, 4A
This very amusing book for advanced high school or college students has vocabulary and notes in French. The book pokes shrewd fun at the foibles of the French and English.

10-12
II-IV

Dougherty, David M., and Doris E. Hernried, eds. **PERSPECTIVES DE LA LITTERATURE FRANÇAISE.** OXFORD, 1961. 425 pp. $5.50.

1E, 2A, 3A, 4A
Poems, short stories and extracts of plays and novels by famous French authors of the 17th through the 20th centuries. Very suitable for college level.

10-12
II

Emerson, H.O., ed. **FIVE ONE-ACT PLAYS.** HACHETTE LONDON, 1949. 155 pp. Paper 5s.

1A, 2A, 3E, 4A
Five simple one-act plays by modern French authors. Extensive notes in French explaining difficult expressions. No biographical notes.

10-12
III-IV

Flores, Angel, ed. **AN ANTHOLOGY OF FRENCH POETRY FROM NERVAL TO VALERY.** DOUBLEDAY, 1958. 456 pp. Paper $1.45.

1A, 2A, 3A, 4A
English translations. French originals.

10-12
IV

Galpin, Alfred M., and E.E. Milligan, eds. **INTERMEDIATE READINGS IN FRENCH PROSE.** MACMILLAN, 1957. 386 pp. $3.95.

1E, 2E, 3E, 4A
A wide selection of writings by French authors of the 18th through 20th centuries with emphasis on modern writers. Questionnaire follows each selection, with biographical notes on the writers and an introduction to each selection.

10-12
III-V

Gardet, E., and M. L. Pechenard, eds. **CHEZ NOUS EN FRANCE.** HACHETTE, 1956. 252 pp. $2.60.

1A, 2A, 3A, 4E
Divided into seventeen parts, each about a different geographical section of France, with a song, poem, and stories relating to each section.

10-12
IV-V

Gauthier, Joseph D., ed. **VARIETE.** HOLT, 1960. 308 pp. $4.20.

1E, 2E, 3E, 4E
An excellent collection of varied literary selections

intended to introduce the reader to famous writers and works of every century from the 15th to the 20th. Brief introductions in English on each author.

10-12
7-9
4-6
IV-VI

Gazin, F., ed. **LA BELLE MOISSON.** BOURRELLIER, 1957. Illus. 192 pp. $1.25.

1E, 2E, 3E, 4E

Fine materials for advanced reading classes. Excellent selection from famous poets. Illustrations culturally authentic and simple. Arranged in idea and mood groups; no aids for teacher.

10-12
III-IV

Gendrot, F., and F.-M. Eustache, eds. **AUTEURS FRANÇAIS.** 6 vols. HACHETTE, 1951-57.. Moyen Age, 268 pp.; XVI^{e} siècle, 280 pp.; XVII^{e} siècle, 471 pp; XVIII^{e} siècle, 472 pp.; XIX^{e} siècle, 568 pp.; XX^{e} siècle, 311 pp.; Approx. $2.50 each.

1A, 2A, 3A, 4A

Outstanding selections from Middle Ages to the present. Footnotes and sidenotes throughout. Especially good for advanced classes.

10-12
VI

Grant, Elliott M., et al, eds. **FRENCH STORIES, PLAYS AND POETRY.** OXFORD, 1959. 243 pp. Paper $2.95.

1A, 2E, 3A, 4A

A variety of adult reading materials suitable for high school advanced placement.

10-12
VI

Guthrie, Ramon, and George Diller, eds. **PROSE AND POETRY OF MODERN FRANCE.** SCRIBNER, 1964. Illus. 489 pp. $6.95.

1E, 2A, 3E, 4E

A good text for highly advanced high school students. Starts with the precursors of modern French literature and includes selections from major writers of today, illustrating the major trends. Helpful notes and commentaries.

10-12
III

Guyer, Foster, and Arthur Bovée, eds. **VINGT CONTES FAVORIS.** OXFORD, 1941. 425 pp. $3.75.

1E, 2A, 3A, 4E

Good choice of stories by Maupassant, Daudet, Mérimée, Balzac, etc., with biographical notes, exercises, and vocabulary.

10-12
IV-VI

Ionesco, Eugène. **RHINOCEROS.** Ed. Reuben Y. Ellison and Stowell C. Goding. HOLT, 1961. Illus. 212 pp. $3.60. Tapes.

1E, 2E, 3E, 4E

The first of Ionesco's plays to be edited for student use, this contemporary tragi-comedy may be enjoyed by advanced students who have had some previous introduction to the contemporary theatre.

10-12
V-VI

Lagarde, André, and Laurent Michaud, eds. **COLLECTION LITTERAIRE.** BORDAS, 1960. Color and b&w illus. Moyen Age, 1960, 256 pp.; XVI^{e} Siècle, 1960, 256 pp.; XVII^{e} Siècle, 1962, 448 pp.; XVIII^{e} Siècle, 1960, 416 pp.; XIX^{e} Siècle, 1961, 576 pp.; XX^{e} Siècle, 1962, 640 pp.; $5.20 each.

1E, 2E, 3E, 4E

Selections from works of

major authors, providing introduction to literary movements. Extracts illustrate dominant literary styles and philosophies of authors. Introductions give good interpretation of influence of history on literature.

10-12
V-VI
Lalou, René. **HISTOIRE DE LA LITTERATURE FRANÇAISE CONTEMPORAINE.** 2 vols. PRESSES UNIV., 1953. 960 pp. Paper, 2 vols., $7.75.

1E, 2A, 3A, 4A
Good reference works for advanced classes studying contemporary literature. Suitable for college or mature high school students.

10-12
I-II
Langellier, Alice and Paul. **PAGES D'HISTOIRE DE FRANCE.** 4 vols. AM. BOOK, 1963-64. Illus. 77 pp., 90 pp., 79 pp., 98 pp. respectively. Paper $1.25 each.

1A, 2A, 3A, 4A
A series of four readers about great periods and major figures in French history. Significant cultural information on a mature level.

10-12
II-IV
Lawler, James R., ed. **AN ANTHOLOGY OF FRENCH POETRY.** OXFORD, 1961. 144 pp. Paper $1.75.

1A, 2A, 3A, 4A
An introductory survey of French poetry since the Renaissance. The poems represent the best of a limited number of poets, some easy to read; others more difficult. Would be better as a reference book than as a text. The short biographies of the authors and information about each poem are in English.

10-12
III
Leblanc, Maurice. **ARSENE LUPIN.** Ed. A. H. Olmsted. GINN, 1938. Illus. 217 pp. $3.75.

1A, 2A, 3A, 4A
An adventurous and entertaining detective story.

7-12
I-II
Malot, Hector. **SANS FAMILLE.** HACHETTE, 1963. Abridged, simplified. Illus. 79 pp. Paper, approx. $.65.

1A, 2A, 3A, 4A
Simplified selection. No end vocabulary.

7-12
I-II
Mauger, Gaston. **CONTES ET RECITS.** HACHETTE, 1963. Abridged, simplified. Illus. 78 pp. Paper, approx. $.65.

1A, 2A, 3A, 4A
Simplified selection. No end vocabulary.

10-12
7-9
I-II
Mérimée, Prosper. **COLOMBA.** HACHETTE, 1963. Abridged, simplified. Illus. 76 pp. Paper, approx. $.65.

1A, 2A, 3A, 4A
Simplified selection. No end vocabulary.

10-12
V-VI
MODERN STUDENT LIBRARY. SCRIBNER, 1928-51. Balzac, **LE PERE GORIOT;** W. W. Comfort, ed., **FRENCH ROMANTIC PLAYS;** W. W. Comfort, ed., **FRENCH ROMANTIC PROSE;** Flaubert, **MADAME BOVARY;** Mme de Lafayette,

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LA PRINCESSE DE CLEVES; Maupassant, **PIERRE ET JEAN**; Prévost, **HISTOIRE DU CHEVALIER DES GRIEUX ET DE MANON LESCAUT**; Stendhal, **LE ROUGE ET LE NOIR**; Voltaire, **CANDIDE**; C. D. Zdanowicz, ed. **FOUR FRENCH COMEDIES OF THE 18TH CENTURY**; Zola, **GERMINAL**. Paper $1.50 each.

1E, 2A, 3A, 4A
Acceptable as supplementary readers for very advanced high school students or for college students who are able to read the classics in the original, unsimplified form. No end vocabulary.

11-12 VI **PAGES CHOISIES**. (Series of extracts of the works of Camus, Colette, Duhamel, Gide, Giraudoux, Mauriac, Maurois, Valery, and Verlaine.) HACHETTE. Paper $.60 each.

1E, 2A, 3A, 4A
Extracts with notes, bibliography, and questions.

10-12 III Petit, J., ed. **ROMAN 61 ET 62**. 2 vols. Didier, 1962, 1963. CHILTON. Vol. 1, 248 pp.; Vol. II, 233 pp. $4.00 each.

1A, 2A, 3A, 4A
Extracts from the principal French novels published in 1961 and 1962. A variety of subjects treated and with each a short sketch of the author's life.

9-12 IV-VI **PETITS CLASSIQUES**. BORDAS, 1962-63. Beaumarchais, **LE BARBIER DE SEVILLE**, Ed. Bounevitte; Hugo, **RUY BLAS**, Ed. Laparra; Marivaux, **LE JEU DE L'AMOUR ET DU HASARD**, Ed. Michel; Molière, **L'AVARE**, Ed. Angué; Musset, **LORENZACCIO**, Ed. Cogny. Illus. Paper $.40 each.

1E, 2E, 3E, 4A
Although the print is very small, the excellent editorial treatment makes these inexpensive editions very good for use in advanced classes studying literature in the original, unsimplified form. The introduction to each volume presents the author and his work with a chronology of historical events.

10-12 IV-VI Romains, Jules. **DONAGOO**. Ed. Geoffrey Brereton and Robert W. Torrens. APPLETON, 1962. 292 pp. Paper $2.45.

1E, 2E, 3E, 4A
Excellent editon of Romains' good-humored satire on modern advertising methods. The somewhat technical language of the financial world is very well explained in extensive notes on pages facing the text. Exercises and an end vocabulary are included. An introduction in English explains the play and its place in the author's works.

10-12 IV-VI Rostand, Edmond. **CYRANO DE BERGERAC**. Ed. Leslie Ross Meras. HARPER, 1936. 282 pp. Paper $1.95.

1E, 2E, 3E, 4E
A very well-edited edition. The introduction in English explains thoroughly the historical background of the period and of the hero. Very complete footnotes explain historical references as well as difficult vocabulary and idioms.

10-12 V-VI Rouger, G., et al, eds. **VERS ET PROSE**. Vol. I (classe de 6e) and Vol. II (classe de 5e).

NATHAN, 1957, 1958. Illus. Approx. $2.50 each.

1E, 2E, 3EAA, 4A
Advanced supplementary readers, appropriate in cultural and intellectual content and illustrations. Solidly but inexpensively and attractively bound. Give good idea of what the French 12-year-old is taught of his own and other cultures. Vol. III (classe de 4e) and Livres du Professeur for Vols. I and II are also published, but were not available for evaluations.

10-12 IV-VI — Saint-Exupéry, Antoine de. **VOL DE NUIT.** Ed. M. Bowman. HARPER, 1963. 130 pp. Paper $.60.

1E, 2E, 3E, 4E
A particularly good edition with excellent introduction, footnotes, and questionnaire.

10-12 III-IV — Smith, M. R., and P. Baillot d'Estivaux, eds. **ENCORE DU PLAISIR.** GRANT, 1964. Illus. 132 pp. $1.85.

1A, 2A, 3A, 4A
Simple stories for mature readers: humor, love, and adventure. Exercises and marginal vocabulary.

10-12 III-IV — _____. **PLAISIR DE LIRE.** GRANT, 1963. Illus. 89 pp. $1.50. Accompanying record. $5.95.

1A, 2A, 3A, 4A
Modern stories for mature reading. Interesting topics such as jazz, modern dance, first man in space, etc.

10-12 III-IV — Streeter, Harold Wade, ed. **RECUEIL DE PETITS CONTES FRANÇAIS.** GINN. 1956. 176 pp. $3.75.

1E, 2A, 3E, 4E
Fifteen stories with exercises in reading, conversation, and a review of basic rules of grammar and composition. Copious footnotes and vocabulary on each page. Brief biographical sketch in English of each author.

10-12 IV-VI — Torrens, Robert W., and James B. Sanders, eds. **CONTES D'AUJOURD'HUI.** HOLT, 1963. Illus. 192 pp. $3.80.

1E, 2E, 3E, 4E
Presenting a variety of types of the contemporary short story, this collection is excellent for advanced students in high school or the intermediate year in college. Contains some of the best short stories of the past two decades.

10-12 IV — _____. **CONTES DE NOS JOURS.** HEATH, 1958. Color and b&w illus. 312 pp. $3.52.

1EA, 2A, 3A, 4A
Ten short stories by contemporary French, Swiss, and Canadian writers. Biographical material and exercises.

10-12 IV-VI — Turgeon, F. K., ed. **CINQ COMEDIES DU MOYEN AGE A NOS JOURS.** HOLT, 1964. 253 pp. $3.40. Tapes in preparation.

1A, 2A, 3E, 4A
Short farces and comedies selected from five centuries of

French drama, from the medieval farce to Ionesco. An introduction to further study of the French drama.

7-12
I-II

Verne, Jules. **LE TOUR DU MONDE EN 80 JOURS.** HACHETTE, 1963. Abridged, simplified. Illus. 80 pp. Paper, approx. $.65.

1A, 2A, 3A, 4A
Simplified selection. No end vocabulary.

PERIODICALS

T
9-12
VI

CHEFS-D'OEUVRE DE L'ART. HACHETTE. Many color and b&w illus. About 22 pp. Weekly. $30.00.

1E, 2E, 3E, 4E, 5E
Good for teaching subject matter in the language, for advanced students. Not expensive for number and quality of texts and illustrations. Calendars. Good photographs of cultural or geographic interest.

7-12
IV-VI

ELLE. Publisher & Ed.-in-Chief, Hélène Gordon-Lazareff. Published in Paris. ELLE. Women's weekly magazine. Many illus. About 200 pp. $8.00 for 6 months. $15.00 a year. Special scholastic year rate $10.00.

1E, 2A, 3A, 5E
A very good magazine dealing with women's life in France. Beautifully illustrated.

10-12
III-IV

LE FIGARO. Pierre Brisson, ed. OVERSEAS and others. Written in French. One day's ed. each week for 10 weeks $2.00.

1A, 2E, 3A, 5A
Interesting for supplementary materials. Effective activities through reading the ads and current news stories.

10-12
IV-V

JOURNAL DE GENEVE. Daily. 312 issues per year. Average page no. 20. Geneva, Switzerland. Approx.80-100 Swiss frs. for year's subscription.

1A, 2EAA, 3E, 5EEA
Interesting for advanced students as an unusually fair, level-headed, intelligent view of world affairs. Cultural and news.

10-12
7-9
III-VI

JOURS DE FRANCE. Ed. Marcel Dassaut. Published in Paris. EURO PUB. and others. Many color and b&w illus. About 110 pp. Weekly. $15.00 a year. $.35 an issue.

1EEA, 2EEA, 3A, 5EEA
Innocuous popular magazine. Good illustrations, ads, features. Preferable to Match; more likely to promote intercultural sympathy.

10-12
V-VI

LE MAGAZINE MACLEAN. MACLEAN'S. Many color and b&w illus. News. Monthly. About 75 pp. $1.00 a year.

1EEA, 2EEA, 3E, 5E
French-Canadian point of view. Interesting as expressive of this cultural community and the efforts being made at bilingual reconciliation of differences. Excellent taste. Ads especially show similarity to United States and, to a lesser degree, to French culture.

10-12
IV-VI

MARIE-CLAIRE. Ed. Jean Prouvost. EURO. PUB and others. Many color

and b&w illus. Monthly. About 150 pp. $15.00 a year.

1E, 2E, 3EAA, 5EEA
Pleasant, usual woman's magazine. Homemaking, fashion features, ads conducive to FL learning.

T
10-12
7-9
III-VI

MIEUX DIRE. FR. CULT. AFFAIRS. Pedagogical, cultural. Bimonthly. About 6 pp. Free to teachers in Canada and United States.

1A, 2E, 3A, 4A, 5A
A durable paper format that can be filed, inserted in notebook or displayed on bulletin board. Items of interest on Canada's effort to improve French-Canadian education, timely technical translations, etc.

10-12
7-9
III-IV

LA PRESSE. PRESSE D. La Presse, Montreal. Illus. Daily. About 40 pp. $1.00 weekly.

1E, 2E, 3A, 5A
Good for teaching French-Canadian culture. Inexpensive, fast in arriving. Culturally interesting; clarifies problems of our neighbors.

4-6
II-III

TINTIN. DARGAUD. Color illus. Monthly. About 24 pp. $9.50.

1E, 2EEA, 3A, 5EAA
Although a comic book in style and format, this publication is of high quality and valuable for its interest, cultural content, and actuality of language.

10-12
7-9
IV-VI

TOUT L'UNIVERS. HACHETTE. Encyclopédie. Many color and b&w illus. Weekly. About 22 pp. $22.00 a year.

1E, 2E, 3E, 4EA, 5E
Beautiful illustrations make text easy to read and provide motivation. Fine choice of articles makes it easy to learn subject matter of all types. Bindings ($1.25) for each year provide school encyclopedia; dictionary index. Fascinating. Best taste, top quality paper, culture, etc.

10-12
II-III

LA VIE. Ed. R. de Roussy de Sales. NAT. TEXT. 16 times a year. English in footnotes. $4.00 a year. 10 or more subscriptions $1.75 each.

1E, 2A, 3A, 5A
A good cultural periodical; good taste, beautiful photographs.

NOTE: Periodicals edited by Mary Glasgow which were evaluated and recommended in SLOM are now available from SCHOLASTIC MAGAZINES, 902 Sylvan Avenue, Englewood Cliffs, N.J.:

BONJOUR (Level I, grades 4-6)
CHEZ NOUS (Level II-III, grades 7-12)
LOISIRS (Level III-IV, grades 7-12)

All published monthly, October to June. Each issue of BONJOUR and CHEZ NOUS has 8 pages, of LOISIRS, 4 pages. Subscriptions to each periodical are $1.00 per year; 2 or more subscriptions to one periodical $.75 each.

Records containing text of BONJOUR and selections from

the text of CHEZ NOUS. Set of 9 for the year $4.00. Extra records $.50 each.

PICTURES

7-9
K-6
I-IV

TABLEAUX D'ELOCUTION, C. E. 3e. HACHETTE. Full color prints. 25 pictures and wooden frame. $32.50.

1E, 2E, 3E
Frame makes them convenient to use. Beautiful, authentic and related to child's experience. Pictures of varied and clear colors snap in place, store behind the one in view. With care should last for years and serve many classes at different levels and ages.

REFERENCE GRAMMARS

T
10-12
III-IV

Archer, John. **GRAMMAIRE FRANÇAISE.** EPS, 1961-62-63. 89 pp. Paper $1.20.

1E, 2EA, 3A, 4EA, 5EA
Summary of French grammar with many exceptions to rules not usually found in any but the most advanced grammar texts. Normative grammar; useful for examples and grammatical terms in French. Useful in classes traditionally trained. Concise, excellent for review. No exercises.

T
10-12
III-IV

Dumonceaux, Pierre. **LA COMPOSITION FRANÇAISE.** 5th ed. PRESSES UNIV., 1962. 290 pp. $2.25.

1A, 2EEA, 4A, 5A
Excellent ideas for the teacher of advanced composition or conversation. Two hundred thirty-nine subjects for composition, each followed by remarks and aids for the student. Subjects are more intellectually stimulating than those found in most American conversation and composition texts.

T
10-12
III-VI

Le Mazon, R. Y. **LEÇONS ET EXERCICES DE GRAMMAIRE ET DE FRANÇAIS.** (Cycle d'Observation 5e and 6e). BORDAS, 1962. Illus. 252 pp. Paper $2.35.

1E, 2A, 3E, 4A, 5A
Useful for teachers of advanced classes in which a synthesis of formal grammar is presented entirely in French. Particularly strong in illustrative material from contemporary works.

T
10-12
III-V

Mauger, Gaston, and Jacqueline Charon. **MANUEL DE FRANÇAIS COMMERCIAL A L'USAGE DES ETRANGERS.** LAROUSSE, 1958. Illus. 311 pp. Paper $3.50.

1A, 2A, 3E, 4E, 5A
Useful for the teacher or advanced student in need of information on commercial operations and business correspondence. Exercises and ample illustrations of forms and letters.

T

Mueller, Theodore, and Edgar Mayer. **THE STRUCTURE OF FRENCH.** WAYNE A-V, 1962. 276 pp. Paper $4.60.

1A, 2E, 3E, 4E, 5A
Analysis based on spoken French, with examples and illustrations which may readily

PLEASE DO NOT TRY TO ORDER THESE MATERIALS FROM MLA. WE HAVE ONLY SINGLE COPIES FOR INSPECTION. ORDER DIRECTLY FROM THE PUBLISHER OR DISTRIBUTOR. SEE THE LISTS OF SOURCES ON PP. 65-70.

be expanded into pattern drills. May be used profitably in conjunction with the authors' Structure de la Langue Française (script and tapes evaluated in SLOM, p. 14). When so used, this book and the exercises in Structure are excellent supplementary materials for a more traditionally oriented basic text. Designed to be used ultimately in coordination with the integrated program under production by the Modern Language Audio-Visual Research Project at Wayne State University.

T 10-12 IV-VI

Rat, Maurice. **PARLEZ FRANÇAIS.** GARNIER. 116 pages. Paper $1.00.

1A, 2A, 3A, 4A, 5A
Includes sections headed "Ne dites pas," "Le bon usage," "Ne confondez pas." Useful for quick precise information on points covered. Index.

T 10-12 III

_____. **POUR ECRIRE CORRECTEMENT.** (Le Français Facile pour Tous). GARNIER, 1962. 113 pp. Paper $1.00.

1A, 2A, 3A, 4A, 5A
The principal rules of spelling, agreement and syntax, importance and use of words, confusions to avoid. Useful for quick precise information on the points covered.

T 10-12 IV-VI

Sauvageot, Aurélien. **FRANÇAIS ECRIT - FRANCAIS PARLE.** LAROUSSE, 1962. 233 pp. Paper $3.50.

1A, 2E, 3A, 4A, 5A
A readable view of the present state of the French language and some interesting perspectives on its continuing evolution.

T 10-12 IV-VI

Vinay, J.P., and J. Darbelnet. **STYLISTIQUE COMPAREE DU FRANÇAIS ET DE L'ANGLAIS.** Nouvelle édition corrigée. Didier, 1960. CHILTON. 331 pp. $4.00.

1A, 2E, 3E, 4E, 5EAA
Particularly valuable to teachers of advanced students working on the art of translation.

REVIEW GRAMMARS

10-12 III

Langellier, Paul. **PRECIS DE GRAMMAIRE.** 1st ed. 2nd printing. HOLT, 1962. 217 pp. $3.40.

1A, 2EEA, 3A, 5A, 6A, 7EAA, 8E, 9EEA, 10EEA, 11EAA
A fairly complete, though not particularly interesting review of grammar. All explanations, including preface, are in French. English appears only in the end vocabulary.

10-12 II-III

Marot, Jean, and Gunther Haensch. **LE FRANÇAIS TEL QU'ON LE PARLE.** HUEBER, 1962. 186 pp. Paper $2.25. Teacher's Guide $1.65.

1E, 2E, 3E, 4E, 5A, 7A, 9A, 11A
Contains exercises for grammar practice with parts of speech divided into individual sections enabling choice and concentration. Directions are given in French. No vocabulary.

10-12 III

Mondelli, Rudolph J. **FRENCH CONVERSATIONAL REVIEW GRAMMAR.**

AM. BOOK, 1961. 262 pp. $4.50.

1A, 2A, 3A, 4AU, 5A, 6A, 7A, 8A, 9A, 10A, 11A

A combined grammar review of both oral and written French. Each lesson has a conversation, useful expressions (with English equivalents), grammar notes with examples, and a variety of exercises based on the conversation and the grammar. Provision is made for dictation exercises.

SUPPLEMENTARY MATERIALS

K-3
I

ABC DE PERE CASTOR. FLAMMARION, 1936. 26 color illus. 26 pp. $1.50.

Contains a picture of an animal for each letter of the alphabet.

10-12
III

Billaudeau, Eugène. **LE FRANÇAIS TEL QU'ON LE PARLE.** OXFORD, 1957. 304 pp. $5.00.

A wide variety of information, anecdotes (suitable for dictation or comprehension), dialogues, songs, etc.

10-12
7-9
K-6

FRENCH LANGUAGE FLASH CARDS. MILTON, 1960. (Serial No. 9006). $2.00.

For beginners. All levels. Flash cards can be helpful for teacher use in presenting new materials, for review, or as cues for conversation.

7-9
4-6
I-II

Furne, R. **MON CAHIER DE LECTURE.** HACHETTE, 1957. Illus. 64 pp. $.50.

Workbook format. May be used for exercises in first phase of reading. Excellent sections for listening comprehension, short reading recognition exercises, and beginning writing exercises and quizzes.

T

Giduz, Hugo, and Rene Hardré. **FRENCH CLUB PROGRAMS.** HARDRE, 1937. 107 pp. $2.50.

Highly recommended. Complete outline of two series of fifteen French Club programs from September to May, based on an appropriate center of interest. Proverbs, games, parliamentary procedure, cultural information. Very helpful to teachers.

7-9
II

Glasgow, Mary, and S. R. Ingram. **BON VOYAGE.** SCHOLASTIC, 1963. Fifteen 7 in. 33 1/3 rpm. vinyl discs and complete Teacher's Notes, for each one-year course, $16.00. 32 Student Scripts, $16.00.

Thirty lessons for each of two years. Records accompanied by pictorial scripts. The records can be used first in audio-lingual presentation together with pictures in overhead projector, if printed wording is covered. After pre-reading instruction, the children's copies can be used for activities and reading. Instructions are separate and include translations for teacher's use only. Normative grammar orientation. Spoken recordings are excellent, but songs use a strong lingual "r." Another set of songs would be preferable for use with the dialogues.

11-12
IV

Grevisse, Maurice. **EXERCICES SUR LA GRAMMAIRE FRANÇAISE,** 25th ed. DUCULOT, 1962. 304 pp. Paper $2.75, with Livre du Maitre,

7th ed., 421 pp. $3.65.

A comprehensive set of advanced written grammar exercises, including a detailed table of contents. Arranged according to parts of speech and types of clause construction. Designed to be used with the same author's Le Bon Usage (evaluated in SLOM, 1962). The Livre du Maître gives answers to the exercises.

7-9
II-III

Markovska, M., and A. Milska. **LE LIVRE DU PERROQUET.** FARANDOLE, 1957. Color illus. 31 pp. $1.95.

Contes Persans adapted from the Polish text. Some individual children with a good FLES background might enjoy this with profit. No end vocabulary or footnotes.

10-12
III-IV

Marot, Jean. **COMPOSITIONS FRANÇAISES.** HUEBER. 152 pp. Paper $2.15.

A variety of excellent selections, informative, and subject division is well grouped. Selections serve as basis for composition exercises.

10-12
7-9
I-II

May, Charles A. **FRENCH FOR FUN.** WALCH, 1961. Illus. 199 pp. Paper $3.00.

_____. **JOUONS UN PEU.** WALCH, 1962. Illus. 247 pp. Paper $3.00.

Activity books intended principally for outside use. Contain materials to enliven French study. Some may be incorporated into class use from time to time.

7-9
4-6
I-II

Pei, Marjorie Lowry. **EXPRESSIONS DE TOUS LES JOURS. LIVRET 2.** Part of J'étudie le Français series. WEBSTER, 1963. Illus. 64 pp. Paper $.75.

Workbook for 6th grade elementary school (for those having started in 4th grade) or 7th grade junior high. Drills on structure, poems, and proverbs to memorize.

10-12
VI

Phyllides, George S. **FRENCH REVIEW EXERCISES.** 3 books. EPS, 1962. Paper, I-II $.90; II-III $.90; III-IV $1.20. Teacher's Key with each book.

_____. **VOCABULAIRE ET EXERCICES.** EPS, 1962. Paper $1.20. One book with Teacher's Key.

May be of use to teachers who wish extra exercises in morphology and style and for grammatical terminology in French. The grammatical basis, traditional and normative, is unsuited to students who have been taught by the audio-lingual approach. Some keys incomplete.

4-6
II

Pillet, Roger. **MON PREMIER DICTIONNAIRE.** WORLD, 1963. (A Rainbow Book) Picture dictionary. Many color illus. 457 pp. $5.95.

An attractively illustrated monolingual dictionary suitable for upper FLES levels. Has reasonably close correlation with basic words of Le Français

Fondamental and also includes a few words covering experiences peculiar to American children, 2400 lexical items, 1000 pictures in color, good illustrative phrases.

10-12
7-9
I-III

Resnick, Seymour. **ESSENTIAL FRENCH GRAMMAR.** DOVER, 1962. 159 pp. Paper $.75.

Includes an interesting list of cognates and vocabulary building.

7-12
I-II

Ringgold, Gordon B. **FRENCH VERBS CAN BE EASY.** WALCH, 1962. 36 pp. Paper $1.25.

_____, and Nicolette Ringgold. **ADD COLOR TO YOUR FRENCH.** WALCH. 231 pp. $3.00.

Activity books intended principally for outside use. Contain material to enliven French study. May be incorporated into class use from time to time.

TEACHERS COURSE GUIDES

T

Brault, Gerard-J., and others. **COURS DE LANGUE FRANÇAISE DESTINE AUX JEUNES FRANCO-AMERICAINS.** Privately printed, 1963. 343 pp. Paper. Provisional copies available in limited edition free from Gerard J. Brault, Bennett Hall, Room 4, Univ. of Pennsylvania, Philadelphia 4, Pennsylvania.

1A, 2A, 3E, 5A, 6A

Prepared for use with students of Franco-American origin in this country, these materials are for adapting and improving the phonological, morphological, and syntactic speech patterns of this special group. The materials include information about French influence in North America and the cultural heritage of Franco-Americans. Contrastive drills are included.

BASIC TEXTS

10-12 IV Hall, Robert A., and Cecilia M. Bartoli. BASIC CONVERSATIONAL ITALIAN. HOLT, 1963. 311 pp. $4.80.

1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 10E, 11E, 13AUU

An excellent text geared to modern approach. Language is alive, contemporary and authentic. Conversation, exercises and grammatical notes logically arranged. Attractive photos carefully selected to include Italy's cultural trail, scenic wonders, activities of present-day Italians. Facets of the book complement each other. More pattern drills would be useful.

(Tapes) 1E, 2E, 3E, 4A, 5E, 6E, 7E, 8E, 9EAA, 10E, 11E, 12EEA, 13A, 14E, 15E

The dialogues and question-answer drills are recorded as are the directed discourses. The tapes follow the book too closely, without sufficient variety in drill. There should be some pattern drills.

10-12 I Vergani, Gianangelo and Luisa. ITALIANO MODERNO. PRUETT, 1963. Illus. 222 pp. $5.00.

1A, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 13E

Presentation of grammar in Italian. In addition to presenting language exercises, it also contains useful information on present-day Italian. The approach is fresh and up to date.

BOOKS OF CULTURE & CIVILIZATION

10-12 V de Gasperis, Roberto, Compiler. SERIES OF REGIONAL PUBLICATIONS 1-11. ITAL. INFO., 1958. Color & b&w illus. 50 pp. Free.

1A, 2E, 3A, 4A, 5A, 6A

A series of regional booklets in English describing with good maps and pictures individual regions -- tourist attractions, climate, art, sports events. Good for student research projects; at times the English wording is awkward.

10-12 Fermi, Laura. MUSSOLINI. CHICAGO, 1961. Illus. 477 pp. $5.95.

1EEA, 2EAA, 3A, 4A, 5EA, 6E

Straightforward and easy to read. Abounds in factual details and background information which should interest high-school students. Book presents a thorough biography of Mussolini and an excellent political, economic and social history of the time and the countries relevant to Mussolini's life. Not always objective. In English.

T Menen, Aubrey. ROME FOR OURSELVES. McGRAW, 1960. Many color and b&w illus. 244 pp. $15.00.

1A, 2A, 3E, 4E, 6E

A portrait of Rome ranging from its 2000-year heritage to the present. Virtues: wit of Menen, beautiful illustrations, informative captions. Defects: not comprehensive enough, opinions of Menen are debatable. In English.

T 10-12 Ridolfi, Roberto. THE LIFE OF NICCOLO MACHIAVELLI. Tr. Cecil Grayson. CHICAGO, 1963. (Originally published as VITA DI NICCOLO MACHIAVELLI. Rome, 1954.) Illus. 337 pp. $6.00.

1E, 2E, 3E, 4EEA, 5E, 6E

Scholarly, concentrated, recommended for teachers and perhaps for exceptional students in senior high school. Provides an illuminating account of

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Machiavelli's youth, good chapters on the important stages of his career and on his writings, and helpful and sometimes fascinating footnotes. Excellent biography and depiction of the period.

T
10-12
V-VI
TOSCANA-PART I. 3rd ed. Vol. 5. ITAL. TOUR, 1955. Illus. 253 pp. $6.50.

1E, 2E, 3E, 4E, 5A, 6A

Describes the region of Tuscany. First chapter deals with the entire region, its history and geography. The second chapter deals with Florence exclusively. The third chapter is dedicated to Pistoia. Especially useful to the teacher or advanced student.

BOOKS OF SONGS

10-12
7-9
K-6
De Cesare, Ruth. **CANZONI PER LA CLASSE D'ITALIANO.** MILLS, 1961. 17 pp. $1.00.

1E, 2E

Sixteen songs from eight different Italian regions translated into Tuscan. The selections are freshly different from the usual. A guide to Italian pronunciation is provided as well as a separate vocabulary for each song. Music and text. Songs are available on a disc as well.

CONVERSATION BOOKS

T
10-12
III
Amorini, Enzo. **ESERCIZI E CONVERSAZIONI DI LINGUA VIVA.** UIS, 1962. 158 pp. $3.00.

1A, 4A, 5A, 6E

Excellent for teacher reference and for advanced students. Contains questions to be answered but for maximum result this book has to be used in connection with Metodo di Lingua Italiana per Stranieri by Romano Guarnieri. Good reading selections and grammatical exercises.

DICTIONARIES

T
10-12
III-IV
DIZIONARIO GARZANTI DELLA LINGUA ITALIANA PER TUTTI. GARZANTI, 1963. 1006 pp. Paper. $3.00.

1EA, 2EA, 3E, 4EA, 5EA, 7EA, 8E, 9A

Same size and format as the Enciclopedia Garzanti Per Tutti. Indispensable to every teacher of Italian and may be used profitably by intermediate students. Includes the latest words and terms. Definitions are clear and usage is well illustrated. Contains: 25 nomenclature tables of typical aspects of modern life, e.g. banca e borsa, radio e televisione, etc., 285 illustrated tables with names of animals, objects, machines, etc. and three appendices of Italian proper names with concise historical information, names of Italian towns and cities with geographical and historical information, and Piccolo Dizionario dei Modi Corretti.

T
10-12
V-VI
ENCICLOPEDIA GARZANTI PER TUTTI. 2 vols. GARZANTI, 1963. Color and b&w illus. Paper. $6.00.

1E, 2E, 3E, 5E, 8E, 9E

Beautifully illustrated. Up-to-date. A must for every teacher of Italian. Includes outline of Italian literature and Italian grammar.

T VI Glendening, P.J.T. **BEYOND THE DICTIONARY IN ITALIAN.** FUNK, 1964. 159 pp. $2.95.

1E, 2A, 3E, 4E, 6A, 7U, 8E, 9A

This handbook, excellent for the teacher, stresses how numerous words and expressions are used in everyday speech. Includes sections on "false friends" (deceptive cognates), words of topical interest, shades of meaning in many fields. Helpful in checking modern usage. Anglicisms occur at times, and there is not enough help in pronunciation.

10-12 III-VI Palazzi, Fernando. **IL PICCOLO PALAZZI.** CESCHINA, 1951. Illus. 888 pp. $4.50.

1E, 2E, 3E, 4E, 5E, 7E, 8E, 9E

Excellent condensation of the larger Palazzi. The best monolingual dictionary for students. The definitions are clear and concise. Sixty-two paradigms of nomenclature, including 32 full pages in color. A 30-page appendix lists foreign words and terms, a 10-page list of abbreviations, and a 25-page summary of phonology.

10-12 VI Rebora, P. **CASSELL'S ITALIAN DICTIONARY (ITALIAN-ENGLISH, ENGLISH-ITALIAN).** FUNK, 1964. 1096 pp. $7.00. Thumb-indexed, $7.75.

1E, 2A, 3A, 4A, 7A, 8E, 9E

A new bi-lingual work with a good preface on accentuation, pronunciation, phrases and verbs. A great number of idiomatic and colloquial phrases. The format is good, and the volume is not cumbersome to handle. Good, quick reference for students. It has a paucity of illustrative materials for many words, lack of syllabication in many Italian entries, and some British spelling.

DISCS & TAPES: CULTURAL

10-12 7-9 IV Dexter, Dave, and Roger Degoy. **ITALY - ITS SOUNDS AND ITS PEOPLE.** Annabella Carta, Announcer. CAPITOL REC. One 12 in. 33 1/3 rpm. disc. Stereo. (Serial No. T-10186) 40 min. $3.98.

1A, 4EAA, 5E, 6EAA, 9A

Very limited value. Not a language record but really a travelogue to reveal the characteristic sounds of Italy. Descriptions of sounds are in English. Only background voices speak in Italian. For supplementary and club use only.

10-12 IV-VI **ITALIAN SONGS AND DANCES.** Performed by Compagnia Generaledel Disco. MONITOR, 1963. One 12 in. 33 1/3 rpm. disc (Serial No. MF 345) 35 min. $4.98.

1A, 2A, 4A, 5EEA, 6EEA, 9EEA

Presents 7 popular dances of Italy (tarantellas, mazurkas, waltzes, quadrilles) and 5 folk songs in dialect. Good for supplementary material in advanced language classes or in Italian clubs. Music is especially good, well recorded. Teachers of Italian may want to omit two of the over-zealous dialectical songs. Back of jacket has translation of songs sung in dialect as well as notes on dances.

10-12 VI Leoncavallo, Ruggiero. **I PAGLIACCI.** Performed by Lucina Amara, Franco Corelli, Tito Gobbi - Teatro alla Scala. ANGEL. Two 12 in 33 1/3 rpm. discs (Serial No. 3618 B/L)

90 min. $9.98.

1A, 2E, 4E, 5E, 6E, 8E, 9E
A magnificent recording of the entire opera. An outstanding cultural aid. The opera is on three sides; the fourth side reproduces choruses of several Verdi Operas. Diction is excellent. An excellent 8-page pamphlet contains plot summary, the Italian libretto, and English translation.

10-12 III-VI Mascagni, Pietro. **CAVALLERIA RUSTICANA.** Performed by Maria Callas, Giuseppe Di Stefano - Teatro alla Scala. ANGEL. Two 12 in. 33 1/3 rpm. discs (Serial No. 3SL-3509 1,2,3) 75 min. $7.98.

1E, 2E, 4E, 5E, 6E, 8E, 9E
Excellent to correlate with the Verga story on which it is based. Good supplementary materials for class work. Diction superb. Twelve-page booklet with Italian and English text.

10-12 III-IV Puccini, Giacomo. **TOSCA.** Teatro alla Scala. ANGEL. Two 12 in. 33 1/3 rpm. discs (Serial No. BL-3508-1,2,3,4) 105 min. $9.98.

1E, 4E, 5E, 6E, 7E, 8E, 9EEA
Two long-playing records with 20-page illustrated libretto in Italian and English. Especially good for supplementary class work or for following the Italian diction in Italian language classes.

10-12 V-VI Rossini, Gioacchino. **L'ITALIANA IN ALGERI.** Teatro alla Scala. ANGEL, 1954. Two 12 in. 33 1/3 rpm. discs (Serial No. BL-3529 1,2) 102 min. $9.98.

1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E

Delightful recording with clear dialogue. Charming from every viewpoint; good for supplementary materials or club use. Illustrated 12-page booklet relates plot and gives libretto in Italian and English translation.

10-12 VI **SOUVENIR OF ITALY.** Performed by Ugo Calise. ANGEL. One 12 in. 33 1/3 rpm. disc (Serial No. 65027) 30 min. $4.98.

1EEA, 2E, 4EEA, 5EEA, 6A, 9A
Record of contemporary Neapolitan songs. Interesting for local color in describing Naples but is basically a listening record with classroom use as an entertainment item, but very limited because of Neapolitan dialect. Jacket gives brief description of themes of songs but there is no accompanying text.

10-12 V-VI Verdi, Giuseppe. **AIDA.** Performed by Maria Callas, Richard Tucker, Tito Gobbi - Teatro alla Scala. ANGEL, 1955. Three 12 in. 33 1/3 rpm. discs (Serial No. 35287-8-9) 135 min. $4.95. Accompanying booklet.

1EAA, 2EAA, 3E, 4E, 5E, 6E, 7A, 8EAA, 9EAA
Excellent for 3rd and 4th-year groups as cultural background. Recording is well done. Interesting for supplementary materials in advanced language and music classes. Most of the diction is beautifully executed. Booklet shows cast, pictures and story. Italian with English translation.

DISCS & TAPES: LANGUAGE

7-9
10-12
VI

Eddy, F. D., ed. GATEWAY TO ITALIAN. OTTENHEIMER, 1961. Two 12 in. 33 1/3 rpm. discs (Serial No. 42041-2 A-B) 90 min. $7.95.

1EA, 2E, 3E, 4EA, 5EA, 6EA, 7EA, 9EA, 10EA, 11E, 12EA, 13EA, 14EA, 15EA

Two long-playing records composed of eight units and 96 exercises using the latest techniques of audio-lingual work. Superior to anything of its kind. Applies the most recent findings in language teaching to perfection. Highly recommended as a supplement in a beginner's course and for self-study. Good drill work in connection with basic text. Accompanying materials: excellent conversation manual shows what appears on records. Alphabetical Phrase Index (24 pp) lists the phrases and sentences from dialogues as follows: key word, English phrase or sentence, Italian phrase or sentence, First used in lesson...

K-6
I

_____ITALIAN FOR CHILDREN (HRS) (Hear, Repeat, Speak). OTTENHEIMER, 1957. Two 10 in. 33 1/3 rpm. discs (Serial No. 40042 A, B) 50 min. $4.95.

1A, 2A, 3A, 4A, 5A, 6A, 7A, 8A, 9A, 10A, 11A, 12A, 13A, 14A, 15A

A good supplementary item or a complete course for children. The method used is sound, relying on listening and repetition. Best for ages 7-14. The materials were successfully tried at two elementary schools before publication. The only notable defect is the use of English to introduce the Italian dialogues. Accompanying aids: a manual with pictures illustrating the dialogues and the texts of the English and Italian dialogues. The pictures have a humorous quality which should appeal to children and are useful for motivating the conversations. The titles under the pictures are in English.

K-6
I

Halpert, Inge D. CHILDREN'S PLAYWAY TO ITALIAN. FOR. LANG., 1959. Two 7 in. 33 1/3 rpm. discs (Records played at each speed: 33 1/3 slow, 45 normal). (Serial No. Y-1,2,3,4) 40 min. $1.95.

1A, 2A, 3A, 4A, 5EAA, 6A, 7A, 8A, 9A, 10A, 11A, 12A, 13A, 14A, 15A, 16A

Especially appropriate for FLES programs. The course is for elementary school children who accompany the speaker by looking at pictures. The course uses 4 approaches: 1) Learning by imitation, 2) Learning by anticipation, 3) Full comprehension testing, 4) Advanced comprehension by discrimination. There are no printed words for the child who looks at a booklet of drawings and makes direct association through pictures. Only the parent (teacher) sees written words. The child, however, may lose his place in the booklet when the parent (teacher) is not available "with words." Accompanying aids: two picture books, one with 64 illustrations (Part I) and another with 37 (Part II), one Parent or Teacher's guide. Three sheets including the texts of the 101 illustrations of Parts I and II.

10-12
III-VI

Harvey, Howard G. PASSPORT TO ITALIAN. COLUMBIA REC., 1961. Twelve 7 in. 33 1/3 rpm. discs. Stereo. (Serial No. 53409-53432) 120 min. $10.98. Dictionary included in packet.

1A, 2EAA, 3A, 4EEA, 5EAA, 6EAA, 7A, 8A, 9A, 10A, 11AUU, 12AUU, 13AUU, 14A, 15AUU

This set is useful for self-learning but even in this area it can be recommended only as supplementary. For high school or college it can be considered no more than a modest comprehension device in the 3rd and 4th year levels of high school. The author has taken some liberties with the Italian language, particularly in the incorrect use of some expressions describing weather. The four grammar records are confusing.

9-12 IV-VI Mura, Antonio. CORSO DI LINGUA ITALIANA. ITAL. A-V. Three 12 in. 33 1/3 rpm, discs. (Serial No. DSM 188-189-190) 132 min. $24.95. Accompanying album of 30 pp. with each record.

1A, 2EAA, 3AUU, 4E, 5E, 6EEA, 7AU, 8EEA, 9AUU, 10U, 11AAU, 12AUU, 13AAU, 14AUU, 15AUU

An adult self-study course, not for tourists. Can best be used as a supplement to a basic adult education course. Has some literary material, such as poems. The space devoted to defining grammatical terms seems excessive. No regard for intonation or rhythm of spoken language and no instructions for teacher or for use of materials. Accompanying album explained by means of original text and English translations of difficult words. Grammar and vocabulary also included.

10-12 VI Pittola, Umberto. LA PRONUNZIA DELL' ITALIANO. ITAL.A-V, 1963. Two 7 in.33 1/3 rpm. discs (Serial No. DSM 215/6) 30 min. L.3000.

1A, 2E, 3EUU, 4E, 5EEA, 6EAA, 7U, 8EAA, 11EEA, 14U, 15U

The sounds of standard Italian are excellently recorded for listening and imitation. The material is not technical. In addition to isolated sounds, lines of verse and prose are given to illustrate the intonation and rythm of Italian. Pauses are not quite long enough for effective repetition. Especially recommended for teachers and advanced students who wish to perfect their pronunciation.

10-12 V-VI Ragusa, Olga. LISTEN & LEARN ITALIAN. DOVER, 1957. Three 12 in. 33 1/3 rpm. discs. (Serial No. LLI-549 (1-6). 90 min. $5.95. Manual. 128 pp. $2.00.

1A, 2AAU, 3AUU, 4A, 5AUU, 6EAA, 7A, 8A, 9AUU, 10A, 13AU, 14AAU

A good phrase and vocabulary album. Can be used as a supplement in adult education courses. An English word or phrase is read, followed by its Italian equivalent. Then there is a pause for repetition. The Italian is not spoken at normal speed, but slowed down to make imitation easier. A few passages are read at normal speed, but for these there is no space for repetition. Good accompanying manual, fully indexed. Contains over 865 phrases.

ELEMENTARY READERS

10-12 II Collodi, C. LE AVVENTURE DI PINOCCHIO. 12th ed. B-M, 1961. Color & b&w illus. 229 pp. L.800.

1E, 2E, 3E, 5A

The world famous fairy tale is perhaps a bit antiquated in style, but is full of charming Italian humor. Too advanced for elementary students, except if presented passage by passage by the teacher.

PLEASE DO NOT TRY TO ORDER THESE MATERIALS FROM MLA. WE HAVE ONLY SINGLE COPIES FOR INSPECTION. ORDER DIRECTLY FROM THE PUBLISHER OR DISTRIBUTOR. SEE THE LISTS OF SOURCES ON PP. 65-70.

I T A L I A N

10-12
II

DeLuca, A. Michael and Vincenzo Cioffari. **CORRIERINO DELLE FAMIGLIE.** Graded Italian Reader, Book 7. HEATH, 1962. 64 pp. Paper. $1.00.

1E, 2E, 3A, 4A, 5A

Graded selections from the collection of stories published in 1954 by Giovanni Guareschi (author of Don Camillo - Mondo piccolo.) Extensive footnoting makes possible the almost intact reproduction of the original text. Includes list of idioms and end vocabulary.

K-6
I

Priolo, Pauline. **BRAVO MARCO!** PARNASSUS, 1963. Color Illus. 48 pp. $3.25.

1A, 2U, 5E

In English and Italian. For cultural interest. Good for children's library. Language is too difficult for beginners and more advanced students would find the subject matter childish.

INTEGRATED PROGRAMS

7-9
10-12
I

Thompson, Mary P., Daniel P. Dato and consultants. **A-LM ITALIAN: LEVEL ONE.** HARCOURT, 1961. Student text (15 booklets, including index). About 202 pp. $2.48. Teaching Tests $0.48. Student Binder $2.00. Practice Record Set, fourteen 7 in. 33 1/3 rpm. discs, $6.60. Classroom/Laboratory Record Set, fifteen 12 in. 33 1/3 rpm discs $40.00. Classroom/Laboratory Tape Set, thirty-six 7 in. 3 3/4 ips reels, $100.00. (Classroom/Laboratory discs and tapes have identical contents.) Teacher's Manual and Teacher's Desk Materials (Student Binder, one set of Student Text booklets, control sheets, Audio Index, and Teaching Tests) free to purchasers.

1E, 2E, 3E, 4E, 5E, 6E, 7E, 8E, 9E, 10E, 11E, 12E, 13E, 14E,15E

This total program approaches language study through authentic speech and structural pattern drills which provide a basis for later development of reading and writing skills. Practice discs are intended for student homework. Level One is appropriate for a typical school year's work of five 45-minute periods a week. Developed from the Glastonbury Materials. Produced by the Modern Language Materials Development Center under an NDEA contract and tested in NDEA Institutes and in pilot schools.

LEVEL TWO Student Materials are available in a preliminary edition, which was evaluated as excellent for all criteria. Teacher's Manual and Tapes are forthcoming. Plans for preparation of Level III and IV materials have been discontinued.

LITERARY TEXTS

10-12
VI

Swanson, Carl A. **MODERN ITALIAN ONE-ACT PLAYS.** HEATH, 1948. 250 pp. $3.25.

1E, 2A, 3A, 4A

Sophisticated subject matter makes this book more suitable for first or second year college students.

PERIODICALS

T
10-12
IV-VI

IL CORRIERE UNESCO. UNESCO. Monthly. Illus. About 34 pp. L.1200 a year. L.120 a copy.

(Teacher) 1E, 2EA, 3E, 4E
(Student) 1E, 2E, 3E, 5E

Official publication of UNESCO, which appears in eight other languages. Profusely illustrated, offers a wide range of articles in various areas of culture at a high intellectual level. Best function would be for supplementary reading and as a source for resume work and composition themes. Most suitable for college language course work.

T SELE ARTE. OLIVETTI. Bi-monthly. Color illus. About 80 pp. $4.00 a year.

1A, 2A, 3A, 4A
An informative review of developments in the art field: publications, exhibitions, art sales, progress in architecture and the industrial arts. Includes summaries of articles in English, French, Spanish and German. Good supplementary material for the teacher who however may at times find it too technical and scholarly.

SUPPLEMENTARY MATERIALS

10-12 II Colonna, Gustavo Brigante. I RACCONTI DELLA LUPA. (No. 10 Third Series) UTET, 1957. Color illus. 106 pp. $3.75.

1A, 2A, 5A
Written for eight-year olds in Italy. Narrates the history of Rome from the days of Romulus and Remus to 201 B.C. An excellent reader for advanced students, but in the U.S. could not be used in early stages of instruction because of its difficult vocabulary. There are no vocabulary lists or exercises.

10-12 II-VI Cuthbertson, Stuart. ITALIAN VERB WHEEL. HEATH, 1937. $0.80.

Forty-two of the most important and common irregular verbs in all their forms are ingeniously presented on the face of the wheel. The back has a table of endings for the regular verbs, as well as a list of other most common verbs and references to verbs whose inflection is similar to those on the face of the wheel. Useful for reference and composition work on all levels.

Ragusa, Olga. ESSENTIAL ITALIAN GRAMMAR. DOVER, 1963. 111 pp. Paper. $0.75.

Usable as a refresher grammar for persons who have already studied Italian.

_____. A PROGRAM OF ITALIAN STUDIES. Italica, XXXVIII, 2 (June 1961), pp. 161-173. Offprints available from Professor Herbert H. Golden, Boston University, Boston 15, Mass. $0.25 each.

One of the programs prepared in conjunction with the MLA-FL Research Center. Includes selected bibliographies useful for the teacher of Italian at all levels. Contains suggestions for the student who wishes to prepare himself for an Italian major in college.

T 10-12 IV-VI UNIVERSITY PRINTS. FINE ARTS REPRODUCTIONS: Famous Churches of Italy (20 prints), Brief Art History of Italy (20 prints), Italian Civilization (40 prints). UNIV. PRINTS, 1963. B&W. $0.02 1/2 ea., color $0.05.

Excellent reproductions for use particularly in Italian civilization and culture courses. These are available in a wide

selection and in varying quantities, loose or bound. The format is pleasing, the paper of good quality. Catalogues also available.

Weiler, Camillo and Livio Leghissa. ITALIANO PER PASSATEMPO. HUEBER, 1962. 169 pp. Paper $2.00.

A collection of grammatical exercises for persons who already know Italian. No grammatical explanations, only exercises in grammatical points.

TEACHERS COURSE GUIDES

7-12 I-II **FOREIGN LANGUAGE REVISION PROGRAM FOR SECONDARY SCHOOLS OF NYC. ITALIAN LEVELS I AND II.** NYBE, 1962. 64 pp. Paper. $1.00.

1A, 2A, 3A, 4A, 5A, 6A
For any teacher using audio-lingual method. Has good aims, objectives and insights into audio-lingual teaching. However, it expects too much vocabulary from a student at the end of the first two years.

APPENDIX 1: CRITERIA FOR THE EVALUATION OF MATERIALS

(March 1961, Revised May 1961)

These criteria were developed pursuant to a contract with the U.S. Office of Education, Department of Health, Education, and Welfare.

CATEGORIES OF CRITERIA

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Books of Songs 145
Books, Pamphlets, & Bulletins on Methodology 145
Conversation Books 146
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Discs & Tapes
  Basic Criteria 147
  Additional Criteria: Recordings for Special Purposes
    Cultural 148
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The Modern Language Association Foreign Language Program called together the Materials List Conference on Criteria for Evaluation on 28-29 October 1960 in New York City. Its chief purpose was to discuss and define criteria for the evaluation of materials to be included in the revised MATERIALS LIST. The Chairman of the Conference was Donald D. Walsh, Director of the Foreign Language Program; participants were the chairman of each of the evaluation committees and other specialists in the teaching of foreign languages or in the selection of materials. Eleven specialists were asked to write work papers proposing criteria for evaluating different types of materials. The work papers were discussed and revised at the Conference. In January 1961, the tentative criteria were sent to all participants for their comments. The following document includes the resulting changes.

The authors of the original work papers are Elvira Adorno, Nelson Brooks, Frederick D. Eddy, Manuel H. Guerra, Elizabeth Keesee, Robert G. Mead, Jr., Filomena C. Peloro, Karl-Heinz Planitz, Raymond S. Sayers, Marian Templeton, David Weinstein.

We are especially indebted to Professors Brooks and Eddy and to Miss Peloro for many consultations concerning their papers and also general editorial problems. In addition, Professor Eddy and Miss Peloro express their indebtedness to a dozen or more colleagues who have generously given their time and knowledge to test, criticize, and correct the statement of criteria concerning recorded discs and pre-recorded tapes. In particular, they acknowledge the help of Miss Mary P. Thompson, with whom they discussed the original work paper, and of Mr. Alfred S. Hayes, whose suggestions concerning drills, pronunciation, and audio and physical characteristics of discs and tapes have been used nearly verbatim.

In accordance with decisions made at the conference, the evaluators rated each item examined with regard to a set list of aspects. For each aspect, the evaluator decided whether the item should be rated as excellent, acceptable, or unacceptable. In the following pages the initials E, A, and U are used to designate these three qualities. In some instances, it seemed unnecessary to make separate statements for excellent and for acceptable, since the characteristics differed only in degree and not in kind. The single statement given should be construed as describing the acceptable characteristics. If the item fulfills all of these requirements exceptionally well, then it rates an E for this aspect.

The following statements of criteria should be used to interpret the number and letter code in each of the entries in this SELECTIVE LIST OF MATERIALS. For example, if "1EEA, 2A, 3AAU, 4EAA, 5A, 6E, 7A" appears in the entry for a book of culture and civilization, the reader will know by referring to this appendix that in the first criterion, "concept of culture," two evaluators rated the book excellent and one rated it acceptable. All evaluators agreed that it was acceptable in regard to criterion 2, "organization." The evaluators split again on criteria 3 and 4, "psychological appropriateness" and "language," but were in agreement on the last three, "up-to-date-ness," "appearance," and "exercises." The reader will also note that criterion 7 may be omitted if the book is written in English. In the case of a single title which includes different types of materials, "text" or "disc" or another appropriate key word will appear before each of the codes given.

BASIC TEXTS[1]

1. DEVELOPMENT OF THE FOUR LANGUAGE SKILLS

E: Listening comprehension and speaking represent the major concern at the beginning and throughout the period covered by a basic text, followed by the teaching of reading and writing, which occupy no more than one third of the total teaching time.

A: The text recognizes the importance of introducing all four skills and generally observes the accepted relative emphases.

U: The text is not written in accordance with the principles above.

2. SCOPE

EA: (a) The text reflects one dominant objective, language competence, to which are eventually added two others, cultural insight and literary acquaintance. (b) It is designed to familiarize the student with high-frequency structural patterns in the three systems of sound, order, and form (phonology, syntax, and morphology).

U: (a) The emphasis on cultural insight or literary acquaintance is so great as to be detrimental to the development of language competence. (b) The text does not distinguish between structures and usages that are important because frequently used and those that only a full description of the language would include, their importance being relatively minor. It places a principal effort upon the learning of irregular and exceptional forms.

3. ORGANIZATION FOR SCHOOL SCHEDULES

EA: The material to be learned is organized to fit into the schedule of the usual class periods and school terms.

U: The material is not so organized.

4. PRESENTATION OF MATERIAL

EA: (a) The material of the first weeks or months of the course (depending on age level) is designed for a period of oral presentation by the teacher, with or without the help of recorded material. In this first stage of delayed use of the written language, the student has little or no need to refer to the printed word. (b) The text presents new learnings in the FL in dialogue form or in the form of narrative or model sentences usable in conversation. (c) Structure is

[1] Based on a work paper by Nelson Brooks of Yale Univ.

learned by use rather than by analysis. (d) Exercises enable the student to adapt new learnings to his own conversation without reference to English.

U: (a) The text does not provide for an initial audio-lingual period or for the oral introduction of new material and the beginner is obliged to refer to the printed word in order to carry on his class work. (b) The text is based on an inventory of the parts of speech or it presents sentences in the FL that "translate" English sentences literally but are not authentic in the foreign culture. (c) It assumes that the analysis of structure must precede the learning and use of that structure. (d) No provision is made for the student's gradual and guided progress from mimicry and memorization to free use of the FL in conversation.

5. PSYCHOLOGY OF LEARNING

EA: It presents language models and exercises that, in their selection and preparation, sequence, apparatus, and appearance on the printed page, reflect concern for the basic principles of the psychology of learning: (a) The text is based on the development of skills (habit formation) rather than the solving of problems. (b) It provides models to be imitated for both spoken and written language. (c) It observes the principle of small increment in which problems are isolated and drilled one at a time, making the chance of error negligible, before two or more related but contrasting structures are drilled in a single exercise. (d) It provides for repetition and reintroduction of material previously learned. (Repetition is the mainstay in overlearning[2] and habit formation.)

U: The text shows little or no awareness of these basic principles of the psychology of learning.

6. EXERCISES

E: (a) There are copious and varied drills dealing with language elements that have occurred in the utterances presented in dialogue, narrative, or sentence form. (b) It includes no exercises in which the FL is to be translated into English.

A: It contains much drill material as in (a) above and no exercises as in (b).

U: (a) There is a paucity of drill material. (b) The exercises include translation from English into the FL of sentences not previously learned by the student.

7. READING MATERIAL (if present)

EA: Any reading materials foster the cultural or literary objectives or both. (a) Cultural information should be factual, authentic, representative, important, and of interest to the learner. (b) Other reading selections should be chosen for their quality as examples of literature, for the appropriateness of their length, their interest to the learner, and their adaptability to his competence in the new language.

U: The reading material given has no cultural or literary merit, or it is faulty in information or in language, or it is inappropriate to the learner because of its length, content, or linguistic difficulty.

8. WORD STUDY

E: The text promotes the learning of vocabulary by observation and use of words in context and not in lexical lists. (The learning of vocabulary is minimized while the learning of structure is maximized during the period in which a basic text is appropriate.)

A: Only a few vocabulary items are added which are not necessary to the drilling of structures.

U: Many unnecessary vocabulary words must be memorized, to the detriment of the learning of structures.

9. STRUCTURE ANALYSIS

EA: (a) The explanations are in English. (b) In the latter part of the text, the structures that have been gradually learned are drawn together in a clear and systematic way for ready reference.

U: (a) The text attempts to explain structures in the FL. (b) It presents structure summaries before examples have been learned through use.

10. LESSON- AND END-VOCABULARY

EA: Appropriate lists of the foreign phrases, idioms, and words, with or without English equivalents, appear at the ends of sections, or in a complete list at the end of the book, or both.

U: The lexical aids offered are inadequate or the glossary is inserted in the running text or in other ways that hinder learning.

11. USE OF ENGLISH

EA: English is used for directions, comments, explanations, and for establishing the meaning of what is to be learned. It is occasionally used as an aid in distinguishing between forms in the FL that are otherwise not easily learned.

U: The text presents the learnings in the FL as a series of translations from English, rather than as selections from a language code that is entirely independent of English. It presents dubious and faulty English designed to "lead" the learner into the patterns of the FL.

12. INSTRUCTIONS FOR THE TEACHER

E: There is a separate manual containing instructions for the teacher concerning: (a) preparatory explanation and ground rules for the class (b) presentation of the material to the class (c) techniques for overlearning the basic material (dialogue or narrative) (d) techniques for drilling sound patterns, structure, and vocabulary (e) techniques for checking in class the outside work (f) techniques and suggested plans providing for the frequent re-entry into class work of previously learned items (g) techniques of audio-lingual review and testing (h) instructions for procedure with a particular unit whenever the material demands it.

A: No compromise is acceptable for (a), (b), (c), or (d).

U: The instructions for the teacher do not meet the standard for A or are not applicable as given.

13. LAYOUT

EA: (a) The type size and arrangement reflect the relationships between language models, drills, and explanations and their relative importance to the learner. (b) Dialogues, narratives and reading material in the FL can be read without English being visible.

U: (a) The layout does not reflect these relationships or it is confusing to the learner. (b) It is printed so as to encourage constant reference to English.

BIBLIOGRAPHIES & RESOURCE LISTS[3]

1. SCOPE

E: Covers the subject and contains many significant items.

A: Has many significant items, but the treatment is not thorough.

U: Fails to cover the subject and lists few significant items.

2. ANNOTATIONS

E: Factual and indicate clearly the nature and scope of each item.

A: Factual and indicate the nature and scope of most of the items listed.

U: Inadequately describe the scope and nature of many items listed.

3. DATA

E: All pertinent data are stated accurately.

A: A few items lack pertinent data.

U: The data of many items are inaccurate or incomplete.

4. FACILITY OF REFERENCE

EA: The format is easily read and understood.

U: It is difficult to locate needed items.

[2] Overlearning: learning to the point of saturation, of automatic, spontaneous, absolutely correct performance.

[3] Based on a work paper by Elizabeth Keesee, Specialist in FLs, USOE, Washington 25, D.C.

APPENDIX 1: *Criteria: Books, Pamphlets, & Bulletins on Methodology*

BOOKS OF CULTURE & CIVILIZATION[4]

They range from little anthologies of *belles-lettres (trozos escogidos)*, or a series of more-or-less connected chapters on life and customs in a given country, to a book written expressly for the purpose by an outstanding interpreter, native to the culture he is describing. These texts have also been designed for various levels of instruction. It seems advisable to have books on culture in English for home assignments during the first two levels of language instruction (except in the primary grades) and then, beginning with Level III, to have books on culture and civilization written in the FL for use both in and out of class. The teacher should have reference books giving a more comprehensive and deeper analysis of the foreign culture.

The chief defect found hitherto in even the most outstanding of these books has been the failure to work from a sufficiently wide concept of a national culture; some cultural elements have been exaggerated, others underplayed, and still others omitted entirely.

Culture and civilization texts, to put it simply, should reflect and communicate the whole cultural environment of the linguistic area or country concerned. This means that these books ideally should include the approach of the cultural anthropologist to the country in question: physical characteristics of the people, their family customs, social organization, government, religion, organization of work and division of labor, the role of the sexes and the division of power, in addition to the more traditional elements of political, intellectual, and literary history. The author of such a book must be competent in many fields of knowledge other than language, and such people are not numerous in teaching or any other area. But once the attention of the profession has been focused upon the great need for texts of this sort, and their characteristics established in a general way, we may confidently expect that some of our colleagues will attempt to meet the challenge presented by the composition of such books.

1. CONCEPT OF CULTURE

E: Comprehensive coverage of the important aspects of culture: psychology, behavior, family relationships, work, social customs, education, recreation, economy, intellectual history, government, showing both similarities and differences in relation to the culture of the United States. For the teacher, the book should be comprehensive or, if it treats a limited subject, exhaustive. For younger children, the aspects may be limited to the concerns of foreign children of the same age.

A: It covers only some of the aspects of the foreign culture, but these are treated fully with both differences and similarities.

U: The foreign culture is presented as strange, exotic, or quaint, or as a replica of the culture of the U.S.; or the book gives a distorted view of the culture.

2. ORGANIZATION

E. The chapters or sections are logically related; there is a balance of fact and interpretation, and proper balance in the treatment of the various aspects of culture chosen.

A: There are occasional faults in balance or organization, but in general the purpose of sections is clear and the cultural view is not distorted.

U: The organization is confused or the sections are not related, there is a notable lack of either fact or interpretation, or a poor choice of the aspects of culture is presented.

3. PSYCHOLOGICAL APPROPRIATENESS

E: The method of presentation (narrative, essay, etc.) and the concepts presented are appropriate to the intended readers. The aspects of the culture presented should correspond to the concerns of persons in the foreign culture of the same age as the intended readers.

A: One or two topics are somewhat inappropriate.

U: The method or concepts are generally inappropriate.

[4] Based on a work paper by Robert G. Mead, Jr., Univ. of Connecticut, Storrs, Editor of *Hispania*.

4. LANGUAGE (English or foreign)

EA: The language is appropriate to the intended readers both in choice of words and complexity of sentence structure.

U: The words are too simple; the tone is inappropriate; or the book, if in the FL, is so difficult that the students will translate instead of reading.

5. UP-TO-DATENESS (if treating contemporary life)

EA: The factual material, maps, charts, and photographs are a good indication of the present state of the foreign culture. (It has been suggested that books in this class should be published as looseleaf books so that new chapters or revisions can be added.)

U: The material concerning contemporary life is now out of date.

6. APPEARANCE

E: The illustrations are attractive, clear, and chosen to exemplify significant points in the text. In general, the book is attractive and sturdy.

A: The illustrations are to the point, if not especially artistic.

U: The illustrations are irrelevant or confusing.

7. EXERCISES (for books in the FL for students)

E: The book has text and exercises which are good for practising reading and perhaps other language skills (listening, speaking, writing) at the intended proficiency level.

A: The teacher can create or adapt the exercises.

U: The book has translation or free composition exercises.

BOOKS OF SONGS[5]

1. FEATURES

E: A description of the background for each song, the complete lyrics in the FL, and a musical score in a singable key, including syllabication, tempo, and a good arrangement for piano accompaniment.

A: All the above except that the background material is general for all of the songs and the music is reduced to the melody only.

U: The keys are not singable or the lyrics are given only in English, or there is no background material.

2. CHOICE OF SONGS

E: They belong to the foreign culture, are given in an authentic version, and are appropriate to the intended age group.

A: Almost all are authentic, their origin is indicated, and they are appropriate to the age group.

U: A considerable proportion are not authentic or are not appropriate to the age level.

BOOKS, PAMPHLETS, & BULLETINS ON METHODOLOGY[6]

1. SCOPE

E: Discusses thoroughly all important aspects of the subject.

A: Most of the important aspects are discussed well.

U: Omits many significant aspects.

2. CONTENT

EA: The discussions of techniques and practices reflect a thorough knowledge of the accepted principles of language learning.[7]

[5] Based on a work paper by Manuel H. Guerra, Alameda SC, Hayward, Calif.

[6] Based on a work paper by Elizabeth Keesee, Specialist in FLs, USOE, Washington 25, D.C.

[7] These principles include, in brief: 1) An initial and continuing stress on the spoken language, with the four skills developed in this sequence: listening, speaking, reading, writing. 2) A minimum of talking *about* the language. 3) Language learning viewed as the development of skills and not as the solution of problems. 4) Reading divorced from translation. 5) Culture treated in its broadest sense.

U: The discussions reflect a faulty concept of the principles of language learning.

3. CLARITY OF STYLE

EA: The concepts are clearly and adequately expressed.
U: They are presented in an obscure or difficult manner.

4. FACILITY OF REFERENCE

E: The format and indexes permit the teacher to find references quickly.
A: There is no index, but the format permits the teacher to locate references.
U: There is no index, and the format does not permit the teacher to find references easily.

CONVERSATION BOOKS[8]

Conversation requires a speaker, a hearer, and a situation. The immanent presence of all three should be felt in any sentence or dialogue or conversation that presumes to give models for learning. Many so-called conversation manuals do not respect the true nature of conversation (very little of which, for example, is in terms of question-and-answer), and evaluation should be very critical in this regard.

1. SCOPE

EA: There is a representative sampling of high-frequency structures and typical, important situations that students might often encounter.
U: The sampling of structures or situations does not relate to their usefulness and frequency.

2. SEPARATION OF THE TWO LANGUAGES

E: English equivalents are printed so that the FL can be read without English being visible. Examples: They are printed on the reverse side of the page or in a separate part of the book.
A: The two languages are arranged so that the English can be covered up easily and completely.
U: The two languages are intermingled.

3. TRANSLATIONS (if present)

E: Any translations are in good, idiomatic English which contains no hint of the foreign constructions it is translating.
A: Any translations are in good, idiomatic English.
U: Unused or nonsense English is used in translating foreign constructions.

4. SITUATIONS

E: The situations are culturally authentic and have a likelihood of reality: the geographical setting, the individual personalities, the relationships between individuals, the problem being discussed, and the emotional attitudes are all normal to the culture and are clearly established.
A: The situations are culturally authentic and seem real; the situations and individuals are quite well defined.
U: The situations are not typical of the foreign culture or they are vague or confused in setting.

5. UTTERANCES

EA: The separate utterances are: (a) brief enough to be learnable, (b) largely in the form of statement and rejoinder rather than question and answer, (c) what a native speaker would be likely to say in the situation.
U: They are too long to be learned as dialogue or unnatural to native speakers.

6. WORD STUDY

EA: Vocabulary learning is integrated with the structures and conversations and is not emphasized for its own sake.
U: It is emphasized at the expense of the learning of structures and conversations.

7. LESSON- AND END-VOCABULARY

E: Appropriate lists of the foreign phrases, idioms, and words, with English equivalents, appear at the ends of sections and complete lists at the end of the book.
A: Such lists appear only at the ends of sections or at the end of the book.
U: There are no lexical aids, or those offered are incomplete, or the glossary is inserted in the text or margins.

8. SOUND SYSTEM

E: A consistent graphical representation of pronunciation and intonation patterns is given wherever new problems occur throughout the book.
A: The book contains some useful comments on the sound system, especially on intonation patterns.
U: There are no comments on the foreign sound system or misleading comparisons with English sounds are given.

DICTIONARIES[9]

1. PREFACE AND EXPLANATIONS FOR USE

EA: The preface states for what use the dictionary was written and whether British or American English is used, describes the scope, and explains the arrangement of the entries and each part of individual entries: all with accuracy and clarity.
U: The preface omits essential information or is generally not clear.

2. SELECTION OF WORDS

EA: The words are very carefully selected for frequency, usefulness, currency, and complete coverage of student need.
U: A number of rare or obsolete or too special words are included or the useful words are not adequately defined.

3. DEFINITIONS

E: The definitions are accurate, clear, concise, and never circular;[10] the dominant meanings are indicated; synonyms are distinguished.
A: The definitions have all the above qualities, including illustrative phrases, but dominant meanings are not indicated.
U: The definitions are misleadingly incomplete, unclear, inaccurate or sometimes circular; or phrases needed to illustrate the definition are missing.

4. ILLUSTRATIVE PHRASES (except in young children's dictionaries)

EA: Illustrative phrases are given to show how a word is used in context and are well-chosen to show special extensions and limitations in the use of a word.
U: There are no illustrative phrases.

5. PICTURES (if used)

EA: They are small and clear, and they aid understanding of the entries. (Those in picture dictionaries for children may be larger and colored.)
U: They are not clear or they clutter the page so that it is difficult to find entries.

6. ETYMOLOGY (for advanced dictionaries)

EA: Etymologies are clearly indicated and consistent with the latest studies.
U: There are no etymologies or many of those given are no longer accepted.

7. SYLLABIFICATION, STRESS, AND PRONUNCIATION

E: The orthographic division of syllables is marked as well as

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[8] Based on a work paper by Nelson Brooks of Yale Univ.

[9] Based on a work paper by David Weinstein of Hebrew Teachers College (Brookline, Mass.) and the Harvard Graduate School of Education.

[10] Circularity in definitions is produced by using only words from the same family or synonyms to define each member of the group so that the reader who does not know any of the terms can never discover the meaning of any of them. E.g., Circle: that which is circular; Circular: having the quality of a circle.

the phonetic stress and sound, the latter by use of the International Phonetic Alphabet.

A: The systems for indicating syllabification, stress, and pronunciation are easily learned, although the IPA is not used.

U: Syllabification, stress, and pronunciation are not indicated or are difficult to decipher.

8. TYPE

E: Even the smallest type is large and clear enough to be easily read and the main entries are quickly located.

A: Some type is a little difficult to read but the entries are easily located.

U: The type does not distinguish the various parts of the entries or it is in general difficult to read.

9. PAPER AND BINDING

E: The dictionary is not heavy for its size, the print does not show through, and the paper and binding withstand heavy use.

A: The print does not show through and the book is durable

U: The paper is too thin or the paper and binding are delicate.

DISCS & TAPES[11]

BASIC CRITERIA FOR ALL RECORDINGS (except Songs)

1. CONTENT APPROPRIATE TO GRADE LEVEL

EA: The content (subject and its treatment) is appropriate to the abilities and interests of the age group to which the item has been assigned by the evaluator on the basis of the language in the recording.

U: The content is appropriate for a decidedly different age group from the one for which the language is appropriate.

2. & 3. LANGUAGE FOR LISTENING OR FOR IMITATION

Note: In the presentation of language for learning, we distinguish between language for listening and language for imitation. Recorded language "for listening" helps a non-native to develop the ability to understand easily when addressed by a native speaker of the language. Recorded language for imitation, on the other hand, while it may help to develop listening skills, has a quite different main purpose: it serves as a model for the student's own oral production. Recorded materials rated as excellent are planned and executed with the primary aim of each passage, each drill, clearly in mind. The result is that language for listening and language for imitation are never confused, and one is never used in a place where the other is appropriate.

2. LANGUAGE FOR LISTENING (not for imitation)

EA: (a) The language for listening is linguistically and culturally authentic in every respect: it has normal pace, intonation, and pauses, and it corresponds to the situation and age of the speaker. At Levels I and II it never departs from speech accepted as standard[12] in all parts of the culture. At Level III and above, a few regional or class variations are admissible. (b) There is no recorded English equivalent or translation.

U: The material does not meet these standards.

3. LANGUAGE FOR IMITATION

E: (a) At all levels it is language in focus: precise, careful, and clear, yet in all respects, including pace, intonation, and pauses, it is close to native speech accepted as standard.[12] (b) The material has silent spaces for student imitation or response. (c) Immediately after the silent space, in a response drill, the correct response is recorded to provide immediate confirmation (reinforcement) of a correct response or correction of a wrong one. (d) There is no recorded English equivalent or translation, except in an occasional drill where cues are given in English. (e) The pace, accent, intonation, and junctures of the full utterances are preserved in the partial utterances.

A: No compromise is acceptable for (a)-(d) but in (e) it is also acceptable that the partials have a consistently neutral intonation[13] allowing the student to concentrate on other elements of pronunciation.

U: The material does not meet the A standards.

4. VOICES

E: (a) All voices are crystal clear, giving the impression of a face-to-face encounter when played on a good machine at normal volume. (b) They are leveled: none having greater or less volume than the others. (c) They are phonogenic: pleasing and natural, showing no haste, irritation, fatigue, boredom, forced gaiety, or forced friendliness, nor too obvious an intent to teach. Female voices are not disagreeably shrill. (d) They are appropriate to the situation and characters portrayed. (e) They are varied: of both sexes, and differing in timbre if of the same sex. However, a single voice, of excellent quality and contriving to remain attractive and interesting at all times, is acceptable in single narrative items not exceeding 30 minutes in length.

A: No compromise is acceptable on (a) or (b). In (c)-(e) some deviation from the excellent standard is acceptable.

U: The material does not meet the A standards.

5. AUDIO CHARACTERISTICS: DISC & TAPE

Note: If the recorded materials are to be used primarily in a language laboratory or other installation using headphones, good quality headphones should be used to evaluate audio characteristics. Materials acceptable when heard over a loudspeaker may not be acceptable when headphones are used.

E: (a) Studio noises (clicks, coughs, lip noises, etc.) are completely eliminated. However, this does not apply to occasional unobtrusive realistic background noises or effects in recordings made for listening only. (b) When the material is played on a good machine such as an Ampex tape playback, the unvoiced consonant sounds, in particular *sh, s, f, th,* are clearly distinguishable one from another. (c) Disc surface noise or tape hiss is barely audible when the material is played on a good machine at normal volume. (d) Dead silence (spliced-in dead or virgin tape) is not substituted for room noise in silent spaces. (Dead silence is acceptable as a marker between sections of the material.) (e) Groove echo or print-thru is absent or at worst very faint when the volume is turned up in silent spaces. (f) No variation in recorded volume is present on the disc or tape so that it is not necessary to adjust the volume on the playback periodically.

A: No compromise is acceptable for (a) or (b). In (c)-(f) some slight deviation is acceptable.

U: The material does not meet the A standards.

6a. PHYSICAL CHARACTERISTICS: DISCS

E: (a) The surface is free of broken grooves, pinholes, cracks, and other imperfections. (b) The maximum length of recorded time (to assure maximum durability and minimum groove echo) on discs of various diameters is as follows (the figures include time for band separations): for 33⅓ rpm. 7 in. 7 min., 10 in. 15 min., 12 in. 22 min.; for 45 rpm. 7 in. 5 min. (c) For use by the teacher or at the lab console, no maximum diameter is set. For student use, the diameter is small (7 or 10 in.). The smaller discs are easier to handle and cost less to replace if damaged or broken. (d) The label has large, clear type for side and band identification as well as for the title. (e) The space between bands is wide enough (about 1/16 inch) to facilitate finding the band desired and placing the needle on it. (f) The center is raised to protect the playing surfaces of the discs when stacked. (g) The disc is flexible, indicating resistance to breakage.

[11] Based on a work paper by Frederick D. Eddy of Georgetown Univ. and Filomena C. Peloro of the Hackensack (N.J.) Public Schools.

[12] Standard: the normal, unaffected speech of cultivated, educated natives that shows no conspicuous regional or class characteristics.

[13] Neutral intonation: a relatively flat intonation contour: no marked rising or falling of the tone.

A: No compromise is acceptable for (a) or (b). In (c)-(g) some deviation is acceptable.
U: The material does not meet the A standards.

6b. PHYSICAL CHARACTERISTICS: TAPES

E: (a) Tapes played at the slower speeds (3¾ or 1⅞ ips.) generally do not equal the audio performance of tapes played at 7½ ips. A slower-speed tape should be listened to very carefully or tested electronically to determine whether it equals or very nearly equals the audio performance of a tape played at 7½ ips. on the same machine. (b) Tape reels are not completely filled. At least ¼ in. is left between the tape and the outside edge of the reel. (Full reels often cause threading difficulties.) (c) The tape is flexible enough not to crack when bent double and the magnetic coating is uniform (no bare or thin spots). (d) The recording is full-track. (e) A small reel (5 in.) is best for language study to facilitate locating the material desired, particularly for individual student use. (f) Printed and spoken identification is simple, clear, and complete. Essentials are: title of the material, including the name of the language (*Beginning French*), and reel number if there is more than one reel. All of this appears on the box, on a light-colored tape leader, and on the reel. It is spoken in English at the beginning of each tape. The end of each tape is signaled by an appropriate announcement. Sections of the tape are identified by an appropriate announcement, or by leader tape or a silent space of several seconds duration.
A: No compromise is acceptable for (a)-(c). In (d) a two-track recording is acceptable; in (e) a 7-in. reel is acceptable; in (f) a detail or two can be missing.
U: The material does not meet the A standards.

7. RECORDED INSTRUCTIONS TO STUDENTS

E: Before the students work with recorded material in the school or at home, the teacher should present the material and conduct a practice session. Therefore: (a) All recorded instructions are as brief as possible, ideally single-word commands. (b) They are in the FL, except that there may be a brief English equivalent of a particular instruction in the FL the first time or two it appears.
A: Brief recorded instructions in English (not both languages) are acceptable.
U: The instructions are long or complicated. They interlard English and the FL.

8. PRINTED TEXT TO ACCOMPANY MATERIAL

E: (a) For the teacher, there is at least one complete text of the recorded material. (b) At appropriate points in the teacher's and student's texts—preferably in the margin—the corresponding recorded material is identified: reel number and section or disc side and band.
A: No compromise is acceptable for (a).
U: The material does not meet the A standards.

ADDITIONAL CRITERIA: RECORDINGS FOR SPECIAL PURPOSES

CULTURAL (Level III–)

Items that take an important step beyond language study by giving the student an authentic experience in depth with the foreign culture. Some are accompanied by filmstrips or slides; some are on the sound track of carefully chosen and edited moving pictures. If such experiences are to be authentic, they require a certain audio-lingual competence; up through Level II the student's cultural experiences have been an integral part of his language study. Although the basic language skill involved is listening, the materials may have short exercises in speaking practice, and may be accompanied by printed scripts for student reading practice. Examples: a recorded dialogue or narrative about school life in the foreign country; a newsreel with a specially prepared foreign language sound track, with or without corresponding tapes or discs.
Note: For 1–8 see Basic Criteria.

9. CONTENT

EA: Usually designed or edited for use above Level II, the material (through dialogue or narrative, or both) gives the student the opportunity to participate in an authentic, interesting, and important manifestation of the language and culture as a supplement to the regular course work.
U: The material does not meet these standards.

DISCS & TAPES: LANGUAGE

Note: For 1–8 see Basic Criteria

9. LISTENING AND SPEAKING PRACTICE (for material comprising a full course)

EA: The material provides listening and speaking practice, both of the quality described in Basic Criteria 2 and 3.
U: Such material provides only listening practice, or only speaking practice, or a poor balance between the two.

10. DELAYED REFERENCE TO THE WRITTEN LANGUAGE (in beginning courses)

E: To use the recorded material the beginner is never asked to refer to the printed word.
A: He is required only occasionally to refer to the printed word.
U: He is obliged to refer constantly to the printed word.

11. PRONUNCIATION DRILLS (if present)

EA: They concentrate on: (a) sounds especially difficult for native speakers of English and (b) contrasts within the foreign language which have no counterpart in English: *du* and *doux*, *Wahn* and *wann*, *mesas* and *meses*. (c) Individual sounds are drilled in isolation less than they are drilled in context.
U: The material does not meet these standards.

12. DRILL MATERIAL

E: (a) It contributes to an early oral mastery of structures of high frequency, concentrating on those which create special difficulties for speakers of English, followed by those of lower frequency, and uses oral pattern practice and analogy. (b) The principle of small increment (see 14, b, ii, below) is carefully observed.
A: There is occasional compromise with these principles.
U: The material shows little or no consideration for these principles.

13. VOCABULARY (for Level I)

E: Especially in the early weeks or months of the course, vocabulary, like everything else, is kept under careful control. The number of words is just sufficient to permit cumulative substitution in previously learned patterns. The choice of vocabulary depends on the situations presented in the basic material and on the structures drilled. There are no recorded lists of words.
A: Some words are introduced that are not necessary to the situation and structure presented.
U: Many unnecessary words are introduced. There are recorded lists of words.

14. FORMAT

E: (a) The sequence in the presentation of basic material to be overlearned[3] is (i) for listening (no spaces); (ii) for learning (by partials and full utterances, with spaces); (iii) for fluency (by full utterances, with spaces). (b) Small increment: (i) Basic material (such as a line of dialogue) is presented both as a whole and by partials so that the student can master it by easy stages and yet make progress. (ii) Drills eliciting student response require the student to make only one new structural change at a time; manipulation of two or more structural changes in the same response is always preceded by drills which provide mastery of each change separately. (c) Average length of the selections to be overlearned (dialogue or narrative) is 12 utterances or sentences for grades 7–9 and 16 for grades 10–12. The selection is broken into quarters, thirds, or halves (3 to 8 utterances in each segment) for effective presentation and practice. (d) Average length of full utterance or sentence in basic material to be overlearned: 8 syllables (1st 8 weeks), 10 syllables (2nd 8 weeks), 12 syllables thereafter. (e) Length of a partial utterance or sentence in basic material to be over-learned is about 5 syllables when new material is be-

ing presented. Example: "Robert, / please open the window / next to you." (f) The length of a repeat or response space is enough to allow the student to make the utterance at the same speed as the model voice, plus about a one second margin for utterances up to 6 syllables. For longer utterances, the margin increases proportionately. Example: The margin would be 1½ to 2 seconds for an utterance of 12 syllables. Note: Seconds can be estimated as follows: A few utterances of the material are timed to determine about how many syllables per second are being produced on an average. If, for example, this figure is three syllables per second, then a one-second margin in a repeat space is simply the time needed to utter three syllables. For the sentence "He's leaving with me" the entire repeat space is long enough to say the sentence through once, plus "He's leaving." (g) All recorded apparatus for identification and explanation is concise: no numbering of items in a drill or of sentences in basic material, no lengthy explanations of any kind. The language to be practiced occupies almost all the recording. (h) Timing between sections and items. A careful balance is maintained between a hurried pace that frustrates the student and a deliberateness that puts him to sleep; there are no long pauses (except as separators between sections of the tape) nor any short pauses in a sentence or drill that the student can mistake for a space in which he tries to repeat or respond.

A: No compromise is acceptable in (a), (b), or (h). In (g) some deviation is acceptable. In (c)-(f), where average measurements are given, a deviation of up to 25% is acceptable.

U: The material does not meet the A standards.

15. PRINTED INSTRUCTIONS FOR THE TEACHER

E: The material has adequate instructions on (a) preparatory explanation and ground rules for the class, including specific directions for the use of recorded materials. (b) presentation of the material to the class. (c) techniques for overlearning the basic material (dialogue or narrative). (d) techniques for drilling structure and vocabulary. (e) techniques for checking in class the home and laboratory work done with the recorded materials. (f) techniques and suggested plans providing for the re-entry into class work at frequent intervals of previously learned items. (g) techniques of audio-lingual review and testing. (h) instructions for procedure with a particular unit, even for a particular item in a unit, whenever the material demands it.

A: No compromise is acceptable for (a)-(d). The others may be partially covered or omitted.

U: The material does not meet the A standards.

DISCS & TAPES: LITERARY

Use Basic Criteria 2, 4, 5, 6, and 8, renumbered 1 through 5. In view of the artistic and other special characteristics of the language and voices found in literary presentations, the Basic Criteria can be modified according to the evaluator's best linguistic, literary, and aesthetic judgment.

1. LANGUAGE FOR LISTENING
2. VOICES
3. AUDIO CHARACTERISTICS
4a. PHYSICAL CHARACTERISTICS: DISCS
4b. PHYSICAL CHARACTERISTICS: TAPES
5. PRINTED TEXT TO ACCOMPANY MATERIAL
6. CONTENT

E: (a) The materials consist of recordings of the best in literature: plays, poems, short stories, and other prose. (b) In their content and presentation they make the most of dramatic and emotional appeal. (c) They are produced by the finest native talent available (example: a play by Molière recorded by the Comédie Française).

A: The material satisfies two of the three criteria.

U: The material does not meet the A standards.

DISCS & TAPES: SONGS

There is no lack of recorded songs, and many of them are very good for listening. But only a very small fraction of this material is suitable for learning purposes. We must have more songs recorded and presented for student participation and learning.

The audio and physical characteristics should not disqualify a recording otherwise meeting all of the criteria below, but any serious failings in these two areas should be noted in the evaluation for the guidance of prospective purchasers.

1. SONGS FOR IMITATION

E: (a) Words and music correspond to the interests and abilities of the students: in Grade 3, no love songs; in Grade 11, no nursery rhymes. (b) Words, music, and interpretation are authentic, existing in the foreign culture. (c) Songs are recorded by artists having a native or near-native pronunciation. (d) The recording provides a voice singing in a key within the student's singing range. (e) It also provides an instrumental accompaniment for student singing in the same key as the one the recorded singer uses.

A: The material satisfies all but (e).

U: The material fails to satisfy criterion (e) and one other.

2. SONGS FOR LISTENING

EA: See the first three criteria under 1 above.

U: The material does not meet these standards.

3, 4, and 5 refer only to Songs for Imitation; 6 refers to both types of song.

3. RECORDED INSTRUCTIONS TO STUDENTS (Songs for Imitation)

E: Before the students practice with the recorded material, the teacher should present the song and conduct a practice session. Therefore, all recorded instructions are as brief as possible, ideally a single-word command, given in the foreign language without translation.

A: Brief explanations of procedure, given in English, are acceptable.

U: The recorded instructions are unnecessarily long or they interlard English and the foreign language.

4. SMALL INCREMENT (Songs for Imitation)

EA: The material presents a line to be practiced both as a whole and by partials so that the student can master it by small increments and yet keep moving constantly ahead in a satisfactory way.

U: The material does not meet this standard.

5. LENGTH OF SILENT SPACES FOR REPETITION (Songs for Imitation)

E: A repeat space must be long enough to allow one to make the utterance or sing the phrase at the same speed as the model voice, plus about 1 second.

A: A deviation of up to 25% from the figure given is acceptable.

U: The material does not meet the A standard.

6. PRINTED TEXT TO ACCOMPANY MATERIAL (for both Imitation and Listening)

E: (a) For the teacher, there is at least one complete text of the recorded material and musical notation at least of the melody. (b) At appropriate points in the teacher's and student's texts (preferably in the margin) the corresponding recorded material is identified: reel number and section or disc side and band.

A: No compromise is acceptable for (a).

U: The material does not meet the A standard.

ELEMENTARY READERS

Children's books and readers either written or simplified for Levels I and II which are not works of literature.

1. CONTENT

E: The book is psychologically appropriate to the age level for which it is intended and has literary merit or offers cultural insight.

A: It is psychologically appropriate to the age level for which it is intended and interests the students.
U: It is psychologically inappropriate, or it is dull.

2. LANGUAGE

EA: The choice of words and the complexity of sentence structure are appropriate to the language proficiency of the intended readers, and the language is authentic.
U: The words and sentence structures are in general too difficult or too simple for the intended readers, or the language is artificial.

3. NOTES AND END-VOCABULARY

EA: (a) Notes give the student the needed linguistic help and literary and cultural references. (b) There is a complete end-vocabulary of the foreign phrases, idioms, and words used in the book.
U: There are no notes or lexical aids, or those offered are incomplete, or notes or glossary in English are inserted in the text or margins (thus interlarding the two languages).

4. EXERCISES

E: The exercises derive from the text in a planned sequence of difficulty. They give the student some practice in speaking and writing but keep the main stress on reading comprehension.
A: The exercises are varied but unselected, some good, some bad.
U: The exercises have little to do with the reading text and take no account of the degree of linguistic competence of the student.

5. APPEARANCE

EA: (a) The text is easily legible. (b) The illustrations are attractive and relevant.
U: (a) The text is poorly printed. (b) The illustrations are unattractive or inappropriate.

FILMS[14]: DRAMATIC & DOCUMENTARY

Only films with an FL sound track will be evaluated.

1. LANGUAGE OF THE DIALOGUE

E: The dialogue was originally recorded in the FL and is appropriate in tone to its intended audience.
A: It has been dubbed in the FL but is appropriate in tone and correlated to the gestures.
U: It is in English or the FL dialogue is decidedly inappropriate.

2. VOCABULARY

E: The vocabulary is in general use, not regional or too technical, and is within the viewers' vocabulary. (Special vocabulary is allowed in a film for advanced students, Level IV-VI.)
A: It is in general use and only a few items need to be explained before the film is shown.
U: It requires much prior explanation.

3. ACCENT AND PACE

E: The pace is normal for a native film and the pronunciation is standard, showing no regional peculiarities. (Regional language may be allowed and even useful for Levels IV–VI.)
A: Only a very few regionalisms appear and the pace is only slightly slower than normal.
U: The speech is definitely regional (except for Levels IV–VI), it is unnatural, or it is comprehensible only with great difficulty.

4. VOICE QUALITY

EA: The voices are pleasing, varied, natural in expression, and appropriate to the situation.
U: The voices are forced, monotonous, unnatural, or inappropriate.

[14] Based on a work paper by Marian Templeton of the Garden City (N.Y.) High School, editor of film evaluations for *Hispania*.

5. TECHNICAL QUALITY OF THE RECORDING

E: The recording is always clear, devoid of extraneous sound, and of even volume.
A: There are only occasional and slight deviations from the standards above.
U: The voices are not clear, or there is extraneous noise that interferes with listening, or the volume is uneven.

6. CONTENT

EA: It stimulates thought at a level which the students can discuss in the FL and it gives them an insight into part of the foreign culture.
U: It stimulates little thought or thought of such complexity that the viewers can discuss it very little in the FL, or it gives a distorted view of the foreign culture.

7. SCOPE

EA: The film is an impressive, rounded, meaningful treatment of a well-chosen subject.
U: The scope is too great to be treated or too narrow to be significant or the purpose of the film is hazy.

8. VISUAL QUALITY

E: The images are artistic and imaginative, and they instantly evoke the idea intended.
A: They are attractive and appropriate.
U: They are unattractive, inappropriate, or confusing.

9. RUNNING TIME (for use in class, not for feature films)

E: The film is no more than 20 minutes long.
A: It is 20 to 30 minutes long.
U: It is over 30 minutes long.

10. AUXILIARY AIDS (for films to be shown in class, not for feature films)

E: There is a complete script, a study guide with exercises appropriate to the students' language proficiency level, and a teacher's guide with a summary of the film and suggestions for pre- and post-showing class activity in line with recommended teaching methods.
A: There is a teacher's guide containing a summary of the film, a vocabulary list, and suggestions for pre- and post-showing class activity in line with recommended teaching methods.
U: There is no script or summary, or the teacher's guide offered is inadequate, or it suggests activities which are not recommended.

FILMS: LANGUAGE

Films for language study should be evaluated according to the Basic Criteria for Discs and Tapes 1, 2, 4, and 8, Discs and Tapes-Language Study 11, 12, 13, and 15, and, in addition, according to 5, 8, and 9 from Films, Dramatic and Documentary.

The sequence of criteria is as follows:

From Discs and Tapes: Basic Criteria and Language Study
1. CONTENT APPROPRIATE TO GRADE LEVEL
2. LANGUAGE FOR LISTENING
3. STRUCTURE
4. VOCABULARY: for Level I
5. VOICES
6. PRONUNCIATION DRILLS: if present
7. PRINTED TEXT TO ACCOMPANY MATERIAL
8. PRINTED INSTRUCTIONS FOR THE TEACHER

From Films: Dramatic & Documentary
9. TECHNICAL QUALITY OF THE RECORDING
10. VISUAL QUALITY
11. RUNNING TIME: for classroom films

FILMSTRIPS & SLIDES[15]

Filmstrips and slides are evaluated only if they are accompanied by recordings made for the language class.

[15] Based on a work paper by Elvira Adorno of John Adams High School, Ozone Park, N.Y.

1. VISUAL QUALITY

E: The images are artistic, imaginative, and instantly evoke the idea intended.
A: The images are attractive and appropriate.
U: The images are unattractive, or inappropriate, or confusing.

2. TECHNICAL QUALITY

E: The pictures are sharp, balanced in exposure, and true in color (if not black and white).
A: A few frames are not up to this standard.
U: A number of frames are fuzzy, distorted, or untrue in color.

INTEGRATED PROGRAMS

Audio-visual materials including films or filmstrips, recordings, and printed matter in a set are evaluated in accordance with the criteria for each type of material. The category is indicated in parentheses before each series of "1A, 2E. . . ."

LINGUISTICS[16]

1. ORIENTATION

EA: The book presents the new concepts of language that scientific analysis has elaborated.
U: It presents concepts now incomplete or obsolete, or the underlying linguistic principles are not made clear.

2. SCOPE

E: (a) The book presents a general linguistic analysis and also shows the application of principles to one or more given languages. (b) It concerns itself with writing as well as speech. (c) It deals primarily with contemporary language, touching on historical analysis only enough to put the contemporary in proper perspective.
A: It is concerned only with general linguistic analysis, or only with speech. It may deal at some length with historical analysis, provided that the presentation of the contemporary is not slighted or confused.
U: It does not meet the A standards.

3. RELEVANCE TO LANGUAGE TEACHING

E: The book was written specifically for the FL teacher to aid in solving the problems of language teaching and learning.
A: It was not written specifically for the FL teacher but it has distinct relevance to language teaching.
U: The book is too technical, or it has little relevance to language teaching.

4. CLARITY

EA: The text is organized and worded so as to make the new concepts it proposes readily available to the user who is not a specialist in linguistics.
U: The wording is so recondite that most FL teachers would find the book difficult to understand, or the presentation is too diffuse to make the underlying principles clear to the average FL teacher.

LITERARY TEXTS[17]

Literary texts are evaluated only if they have been produced for student use in the United States or abroad. Teachers may, of course, use other texts appropriate to the student's age and proficiency, but it is not feasible to evaluate such books here.

1. LITERARY OR CULTURAL QUALITY

E: It is an outstanding work of literature.
A: It is worth reading as literature or for its insights into the foreign culture.
U: It has neither literary nor cultural merit.

[16] Based on a work paper by Nelson Brooks of Yale Univ.
[17] Based on a work paper by Raymond S. Sayers, The City College of New York.

2. EDITORIAL TREATMENT

E: Its introduction, addressed to the student, tells him what he needs to know to appreciate the text. The text is intact, or the abridgement and simplification are of minor degree, and the reader is told to what extent the text has been changed.
A: The introduction, addressed to the reader and to the teacher, gives more information than the former can digest. There is no clear indication of the degree of textual revision, but changes are minor.
U: The text is drastically abridged or simplified.

3. NOTES AND END-VOCABULARY

EA: The notes and the end-vocabulary are mainly in the FL and entries in both parts give the student the needed linguistic help and literary and cultural references.
U: There are footnotes or sidenotes that constantly juxtapose English and the FL, or the entries do not answer the students' needs.

4. APPEARANCE

EA: (a) The test is easily legible. (b) The illustrations are attractive and relevant.
U: (a) The text is poorly printed. (b) The aesthetic quality of the illustrations falls far below that of the text.

MAPS[18]

1. VISUAL QUALITY

E: The maps are in color and, if wall maps, they are large enough so that areas can be seen from the students' positions.
A: The maps are clear and as large as above, but are not in color.
U: The areas of wall maps are too small or too indistinct to be seen from the students' positions.

2. LABELS

EA: Labels are in the FL and easily legible.
U: Labels are in English or illegible.

3. UP-TO-DATENESS (for political maps)

EA: Current boundaries and political status are shown.
U: Boundaries and political status shown changed more than a year ago.

4. DURABILITY

EA: The paper and ink will withstand school use for five or more years.
U: The paper or ink will not meet this standard.

PERIODICALS: FOR THE TEACHER[19]

1. QUALITY OF ARTICLES

E: They are eminently worth reading for content.
A: Most of them are important and interesting.
U: They are trivial or vulgar.

2. QUALITY OF LANGUAGE

EA: The style has literary merit, is intelligent, and is current.
U: The style in many articles is faulty or the FL has been corrupted by English.

3. APPEARANCE

E: It is well-printed with clear type on good quality paper; illustrations are artistic and interesting.
A: The print is easily legible; illustrations are attractive and relevant.
U: It is badly printed and poorly laid out.

[18] Based on a work paper by Manuel H. Guerra, Alameda SC, Hayward, Calif.
[19] Based on a work paper by Karl-Heinz Planitz, Wabash College, Crawfordsville, Ind.

4. DISTRIBUTION OF TOPICS

E: The countries or languages covered are represented in proper proportion and there is a good range of points of view.
A: No areas supposedly covered are greatly neglected and there is some range of points of view.
U: The periodical has a single strong political or aesthetic bias.

5. PROFESSIONAL INFORMATION *(For a pedagogical periodical)*

EA: Some of the articles discuss new developments in the field; there is reliable reporting of professional meetings and events; there are good reviews of all important new textbooks and teaching aids; and advertising promotes items truly useful to teachers.
U: Professional news and developments are reported meagerly or unreliably; reviews are sporadic or unreliable.

PERIODICALS: FOR THE STUDENT[19]

FL editions of American magazines are excluded because they generally reflect only American cultural attitudes.

1. HUMAN INTEREST

E: The articles appeal to the students' interest without becoming sentimental or sensational.
A: Most of the articles are appealing.
U: The articles generally have little human interest or they are sensational.

2. CULTURAL CONTENT

E: The articles present the foreign culture faithfully to adolescents and help to give them good insight into the culture.
A: They generally present a true picture of the foreign culture with some breadth and interest.
U: The cultural content is mainly American or is otherwise unfaithful to the foreign culture or unsuitable to adolescents.

3. INTELLECTUAL CONTENT

E: The ideas presented are stimulating even to the brighter students and they relate to other fields of study.
A: With rare exceptions, the intellectual level is appropriate to the age level.
U: The ideas expressed are either childish and trivial or too difficult for the intended age level.

4. EXERCISES (if present)

EA: (a) The exercises are in the FL only. (b) They derive from the content of the periodical and emphasize important points. (c) They are appropriate to the language proficiency of the students.
U: (a) The exercises contain sentences with the two languages intermingled. (b) They are not related to the articles, or they pick out unimportant details. (c) They do not correspond to the language proficiency of the students.

5. APPEARANCE

E: The type and paper make reading easy and there are interesting, appropriate, and artistic illustrations. (Illustrations are desirable at least until the students are mature and proficient enough to begin to read periodicals for adults.)
A: The type is legible and there are significant illustrations.
U: The print is difficult to read and the illustrations are unappealing or insignificant; or there are no illustrations.

PICTURES & WALL CHARTS[20]

Sets of pictures or wall charts will be evaluated only if they accompany language programs.

[20] Based on a work paper by Manuel H. Guerra, Alameda SC, Hayward, Calif.

1. SUBJECTS

E: They are an integral part of the language program.
A: They illustrate vocabulary and structures that have been covered in the course and are appropriate to the age level.
U: They present the students with situations they have not learned to describe, are inappropriate to the age level, or present a series of unrelated objects.

2. VISUAL QUALITY

E: The drawing is clear, artistic, and in color.
A: The drawing is clear and attractive, but not in color.
U: The drawing is unclear or unattractive.

3. SIZE

E: The details of the scene are large enough to be seen easily by the class.
A: The major features of the scene are large enough to be seen by each pupil.
U: Even major details of the scene are too small or indistinct to be seen by all of the class.

REFERENCE GRAMMARS[21]

They should treat the whole spectrum of language usage "from sound to sentence." There should be a complete description of the grammar of the sound system, without reference to the written language. In addition, there should be sections on morphology and syntax that deal with the written language. Such grammars should be predicated upon the traditional approach of philology and the newer point of view of descriptive linguistics. Any type of reference grammar should be evaluated in regard to the following aspects:

1. ORGANIZATION OF THE MATERIAL
2. DEPENDABILITY AND CLARITY OF THE STATEMENTS MADE
3. AUTHENTIC ILLUSTRATIVE EXAMPLES
4. INDEX
5. LAYOUT

REVIEW GRAMMARS[22]

A review grammar should be a systematic summary of structures already familiar, with a deeper penetration into known areas, resulting in a comprehensive survey of all structures frequently used. All the classes and patterns of language, from simple sound clusters through words, phrases, and utterances to complete sentences, should be systematically discussed. Rules should be given that summarize typical patterns of form and function and should be phrased for easy retention by the student.

1. ORIENTATION

EA: The grammar clearly states what knowledge is assumed on the part of the learner and indicates the direction in which this is to be augmented.
U: The grammar is a basic text in disguise for it does not distinguish between treatment of what is assumed to be known and what is to be learned.

2. SCOPE

E: (a) The book reviews the grammar of the spoken language as well as that of the written language. (b) It is concerned with completeness of presentation of all forms likely to be of use to the intermediate student.
A: (a) The book reviews only speech or only writing and states this specialization prominently. (b) It is concerned with completeness of presentation, but only for speech or for writing.
U: (a) The grammar purports to be complete but ignores the grammar of either speech or writing, or it confuses the two grammars. (b) It attempts to be as complete as a reference grammar.

[21] Based on a work paper by Nelson Brooks of Yale Univ.
[22] Based on a work paper by Nelson Brooks of Yale Univ.

3. GRAMMAR OF THE WRITTEN LANGUAGE

EA: The book explains both the grammar of form (inflections) and the grammar of syntax.

U: The book does not recognize that form presents one type of learning problem and the syntax of an utterance presents another.

4. GRAMMAR OF THE SPOKEN LANGUAGE (if included)

EA: (a) The grammar reviews especially those features of spoken language that present particular difficulty to one whose native language is English. (b) A consistent graphical representation of pronunciation and intonation patterns is used.

U: (a) The grammar attempts to give, without adequate discrimination, a complete account of the phenomena of the spoken language, or the points selected for discussion are not of high frequency or of special use to the English-speaking student. (b) The graphical representation of sounds is inconsistent, or misleading comparisons with English sounds are given.

5. STRUCTURES

EA: The structures exemplified and discussed are of relatively high frequency, and primary concern is with those that differ from structures of English.

U. The grammar tries to account for all the usages that may occur in the FL without regard for frequency, or it unduly stresses irregular or unusual forms and structures.

6. MANNER OF PRESENTATION

EA: (a) Rules are briefly expressed in simple language, even if scientific accuracy must occasionally be sacrificed. (b) Structures are made clear by the use of examples drawn from the FL and are not presented as translations from English. Such examples may afterwards be restated in English to make their meaning clear.

U: (a) The rules are stated in a difficult manner. (b) The rules are given without sufficient examples, or the examples suggest that the FL is attempting to express the structures and utterances of English. (For example, "To express 'some' or 'any' the French say. . . .")

7. ORGANIZATION

EA: The discussion is systematic.

U: The presentation of the grammatical review does not help the student to arrange the different problems systematically in his own mind.

8. EXAMPLES

E: (a) The rules are accompanied by many illustrative examples. (b) The examples are pertinent, of interest to the student, and of immediate value in his use of the FL.

A: (a) The rules are accompanied by sufficient illustrative examples. (b) The examples are pertinent and useful, but not especially interesting in content.

U: (a) The number of illustrative examples is insufficient. (b) The examples given contain faults in language or are extremely dull.

9. EXERCISES

EA: The exercises are in the FL only.

U: The exercises are restricted to groups of isolated English sentences to be translated into the FL or they contain sentences with the two languages intermingled.

10. END-VOCABULARY

EA: There is a complete list of the foreign phrases and words used in the book, with English equivalents.

U: No such lexicon is given, or the one given is not complete.

11. LAYOUT

EA: The type size and arrangement of the page reflect the relationships between the language models, drills, and explanations and their relative importance to the learner.

U: The layout does not reflect these relationships, or it is confusing to the reader.

SUPPLEMENTARY MATERIALS

Miscellaneous materials have been included when they were thought to be of interest to teachers, even though no criteria had been written for them.

TEACHERS COURSE GUIDES[23]

1. ADAPTATION TO THE LISTENING-SPEAKING-READING-WRITING PROGRESSION (for Level I)

E: The guide provides for an initial oral presentation.

A: It provides materials which can be adapted to an initial oral presentation.

U: It is not adaptable to an audio-lingual period.

2. PRESENTATION AND RE-ENTRY OF LANGUAGE PATTERNS

E: The guide presents the material in the form of sentence patterns (in use), provides for extension in the use of these, and provides for their re-entry.

A: It presents the greater part of the material in sentence patterns and makes some provision for their re-entry.

U: Most of the material consists of nouns to be learned, with a minimum number of sentence patterns.

3. AUTHENTICITY (OF THE FL) AND SELECTION OF STRUCTURES

E: The language is native, the sentence patterns are of high frequency, and the introduction of these follows the normal usage (rather than such artificial arrangements as all of the present tense first, past tense, future tense, etc.)

A: The language is near-native, the sentence patterns are needed frequently, and the introduction of these follows somewhat the normal usage.

U: The language is awkward, the patterns will not be needed in other situations, and only one or two tenses are used.

4. PROVISION FOR EVALUATION OF PROGRESS

E: The guide provides tests to determine the mastery of audio-lingual skills at regular intervals.

A: It provides sample questions to evaluate progress.

U: It provides no tests.

5. PSYCHOLOGICAL APPROPRIATENESS

E: The situations, language, and activities are interesting and suitable to the age group for which the guide has been written.

A: The material is adaptable to the age group for which the guide has been written.

U: The situations, language, and activities are not appropriate to the age group for which the guide has been written.

6. CULTURAL CONTENT

E: The dialogs, stories, and other activities are those typical of the foreign children.

A: Some of the situations and stories are typical of American rather than the foreign culture.

U: There is very little material related to the foreign culture.

7. PROVISION FOR CLASSROOM ACTIVITIES (in the Elementary School)

E: The guide provides a sufficient number of songs, games, and activities which reinforce the sentence patterns and phrases being learned.

A: The guide provides some songs, games, and activities which lend variety to the classroom procedures and reinforce some vocabulary.

U: The guide does not include any songs, games, or activities, or those included represent completely different material from that of the regular classwork.

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[23] Based on a work paper by Elizabeth Keesee, Specialist in FLs, USOE, Washington 25, D.C.

APPENDIX 2

List of Producers and Distributors

PART I - PRODUCERS

ALLYN Allyn and Bacon, Inc., 150 Tremont Street, Boston, Mass. 02111

AM.BOOK American Book Company, 55 Fifth Avenue, New York, N.Y. 10003

ANGEL Angel Records. See CAPITOL below

APPLETON Appleton-Century-Crofts, 60 East 42 Street, New York, N.Y. 10017

A-V PUB. Audio-Visual Publishing, Box 5497, Roanoke, Va.

BAILEY Bailey Films, 6509 de Longpre Avenue, Hollywood, Calif. 90028

BLOUD Librairie Bloud et Gay, 3 Rue Garancière, Paris 6^{e}, France

B-M Bemporad Marzocco, Via Scipione Ammirato 33, Florence, Italy

BORDAS Editeur Bordas, 27 Rue de Moulin Vert, Paris 14^{e}, France

BOURRELIER Editions Bourrelier, 55 Rue Saint-Placide, Paris 6^{e}, France

CAEDMON Caedmon Records, Inc., 461 Eighth Avenue, New York, N.Y. 10001

CAMBRIDGE UNIV. Cambridge University Press, 32 East 57 Street, New York, N.Y. 10022

CAPITOL REC. Capitol Records Distributing Corp., 1326 S. Michigan Ave., Chicago; 2360 Irving Blvd., Dallas; 3117 San Fernando Rd., Los Angeles; 317 W. 44 Street, New York, N.Y. 10036

CASTERMAN Editions Casterman, 66 Rue Bonaparte, Paris 6^{e}, France

CESCHINA Ceschina, Milan, Italy

CHICAGO University of Chicago Press, 5750 Ellis Avenue, Chicago, Ill.60637

CHILTON Chilton Co., 525 Locust Street, Philadelphia, Pa. 19106

COLUMBIA REC. Columbia Records, 799 Seventh Avenue, New York, N.Y. 10019

CORONET Coronet Instructional Films, 65 East South Water Street, Chicago, Ill. 60601

DARGAUD Dargaud S.A. Editeur, 31 et 33 Rue du Louvre, Paris 2^{e}, France

DELL Dell Publishing Co., 750 Third Avenue, New York, N.Y. 10017

DOUBLEDAY Doubleday & Co., 501 Franklin Avenue, Garden City, New York

DOVER Dover Publications, Inc., 180 Varick Street, New York, N.Y. 10014

DUCULOT Editions J. Duculot S.A., Rue Pierquin 18, Gembloux, Belgium

EAV Educational Audio Visual, 29 Marble Avenue, Pleasantville, N.Y.

ELLE Elle Magazine, 229 West 43 Street, Room 640, New York, N.Y. 10036

ENCYC. SON. L'Encyclopédie Sonore. See HACHETTE below

ENG. LANG. English Language Services, Inc., 800 18 Street N.W., Washington 6,D.C.

EPS Educators Publishing Service, 301 Vassar Street, Cambridge, Mass.

EURO. PUB. European Publ. Reps., 1475 Broadway, New York, N.Y. 10036

FA Film Associates of California, 11014 Santa Monica Blvd., Los Angeles, Calif 90025

FABER Faber and Faber Ltd., 24 Russell Sq., London, W. C. 1, England

FARANDOLE Editions La Farandole, 3 Cour du Commerce Saint André des Arts, Paris 6^{e}

FLAMMARION Librairie Ernest Flammarion, 26 Rue Racine, Paris 6^{e}, France

FOLKWAYS Folkways Records and Service Corp., 165 West 46 Street, New York, N.Y. 10036

FOR. LANG. Foreign Language Studies, 280 Madison Avenue, New York, N.Y. 10016

FR. CULT. AFFAIRS Ministère des Affaires Culturelles, 360 Rue McGill, Montreal 1

FR. FOLK French Folklore Society, c/o Mme Jeannine Dawson, 4067 Solana Drive, Palo Alto, Calif.

FUNK Funk and Wagnalls Co., Inc., 360 Lexington Avenue, New York, N.Y. 10017

GARNIER Editions Garnier Frères, 6 Rue des Saints-Pères, Paris 7^{e}, France

GARZANTI Garzanti Editore, Milan, Italy

GINN Ginn and Company, Statler Building, Back Bay P.O.191, Boston, Mass. 02117

GRANT The House of Grant Ltd., 29 Mobile Drive, Toronto 16, Ontario

GROLIER Grolier Incorporated, 575 Lexington Avenue, New York, N.Y. 10022

HACHETTE Librairie Hachette, 79 Boulevard Saint-Germain, Paris. U.S. Representative Office: 301 Madison Avenue, New York, N.Y. 10017

HACHETTE LONDON Hachette, 10 Alfred Place, London, W. C. 1, England

HARCOURT Harcourt, Brace and World, Inc., 757 Third Avenue, New York, N.Y. 10017

HARDRE Prof. Jacques Hardré, Box 771, Chapel Hill, North Carolina

HARPER Harper & Row, Publishers, 49 East 33 Street, New York, N.Y. 10016

HEATH D. C. Heath and Company, 285 Columbus Avenue, Boston, Mass. 02116

HOLT Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, N.Y. 10017

HORIZONS Horizons de France, 39 Rue du Général Foy, Paris 8e, France

HOUGHTON Houghton Mifflin Co., 2 Park Street, Boston, Mass. 02107

HUEBER Max Hueber Verlag, Amalienstrasse 79, Munchen 13, Germany

IFB International Film Bureau, 332 S. Michigan Avenue, Chicago 4, Ill.

ITAL. A-V Editrice Italiana Audiovisi, Via Alpi 9, Rome, Italy

ITAL. INFO. Italian Information Center, 686 Park Avenue, New York, N.Y.

ITAL. TOUR Touring Club Italiano, Istituto Grafico Bertieri, Milan, Italy

LAROUSSE Librairie Larousse, 17 Rue de Montparnasse, Paris 6e, France

LIB. CLASSIQUE Librairie Classique Eugène Belin, 8 Rue Férou, Paris, France

LONGMANS Longmans, Green & Co., 119 West 40th Street, New York, N.Y. 10018

LOTHROP Lothrop, Lee and Shepard Co., Inc., 419 Park Avenue, New York, N.Y. 10016

MACLEAN'S Maclean's Toronto, 481 Union Avenue, Toronto 2, Canada

MACMILLAN Macmillan Co., 60 Fifth Avenue, New York, N.Y. 10011

McGRAW McGraw-Hill Book Co., 330 West 42 Street, New York 10036

MERRILL C. Charles E. Merrill Books, Inc. 1300 Alum Creek Drive, Columbus, Ohio 43216

METHUEN Methuen & Co. Ltd., 36 Essex Street Strand, London W.C.2, England

MILLS Mills Music, Inc., 1619 Broadway, New York, N.Y. 10019

MILTON Milton Bradley Company, Springfield, Mass.

MONITOR Monitor Records, 156 Fifth Avenue, New York, N.Y. 10010

MURRAY John Murray, 50 Albemarle Street, London, England

NAT. TEXT National Textbook Corp., 4761 W. Touhy, Lincolnwood, Ill. 60646

NATHAN Fernand Nathan, 18 Rue Monsieur Le Prince, Paris 6e, France

NYBE Board of Education, New York City, Bureau of Curriculum Research, Junior and High School Division, 110 Livingston Street, Brooklyn, N.Y.

OAK Oak Publications, 121 West 47 Street, New York, N.Y. 10036

OLIVETTI Olivetti Corporation of America, 580 Fifth Avenue, New York, N.Y. 10036

OTTENHEIMER Ottenheimer Publishers, Inc., 99 Painters Mill Road, Owings Mills, Md.

OVERSEAS Overseas Newsstand,8 Balfour Street, Valley Stream, N.Y. 11580

OXFORD Oxford University Press, Inc., 417 Fifth Avenue, New York, N.Y. 10016

PACKAGE Package Library of Foreign Children's Books, 119 Fifth Avenue, N.Y. 10003

PARNASSUS Parnassus-Press, 33 Parnassus Road, Berkeley, Calif. 94708

PRESSE D. La Presse Daily, Montreal 1, Canada

PRESSES UNIV. Presses Universitaires de France, 108 Blvd. St. Germain, Paris 6^{e},France

PRUETT Pruett Press, Inc., Boulder, Colorado

RANDOM Random House, Inc., 457 Madison Avenue, New York, N.Y. 10022

RECORD B. Record Books, Inc. The A-V Division of David McKay Company. See Distributor List.

REGENTS Regents Publishing Company, Inc., 200 Park Avenue South, New York, N.Y. 10003

ST. MARTIN St. Martin Press, Inc., 175 Fifth Avenue, New York, N.Y.10010

SCHOLASTIC Scholastic Magazines, 902 Sylvan Avenue, Englewood Cliffs, N.J.

SCRIBNER Charles Scribner's Sons, 597 Fifth Avenue, New York, N.Y. 10017

TAV Teaching Audials & Visuals, 250 West 57 Street, New York, N.Y. 10019

TAVOR AIDS Tavor Aids, P.O. Box 282, Forest Hills, N.Y. 11375

THRIFT Thrift Press, P.O. Box 85, Ithaca, New York

UIS Università Italiana Per Stranieri, Perugia, Italy

UNESCO UNESCO Piazza Firenze 27, Rome, Italy

UNIV. PRINTS The University Prints, 15 Brattle Street, Cambridge 38, Mass.

UTET Unione Tipografico - Editrice Torinese, Corso Raffaello 28, Milan, Italy

WALCH J. Weston Walch, Portland, Maine

WASH. SQ. Washington Square Press, Inc. 630 Fifth Avenue, New York, N.Y. 10020

WAYNE A-V Director, Audio-Visual Research Project, Wayne State University, Detroit, Michigan 48202

WEBSTER Webster Publishing, 1154 Reco Avenue, St. Louis, Mo. 63126

WILMAC Wilmac Recorders, 921 East Green Street, Pasadena, Calif.

WORLD The World Publishing Company, 2231 West 110 Street, Cleveland, Ohio

PART II - DISTRIBUTORS

Adler's Foreign Books, Inc., 110 West 47 Street, New York, N.Y. 10036
French, German, Spanish

Amity Book Shop, 564 Alter Street, Hazleton, Pa.
French, Spanish, Russian

Barnes & Noble, Inc., 105 Fifth Avenue, New York, N.Y. 10003
All languages

Bieber, Mrs. Konrad, Totoket Road, RFD 1, Quaker Hill, Connecticut
French books

Denoyer-Geppert Co., 5235 Ravenswood Avenue, Chicago 40, Ill.
Maps and atlases

Dufour Editions, Chester Springs, Pa.
French, German, Italian, Spanish

Educational Services, 1730 Eye Street, N.W., Washington, D. C.
All languages. Foreign language records.

European Publishers Representatives, 1475 Broadway, New York, N.Y. 10036
Subscriptions for foreign language periodicals

French & European Publications, Inc. (Librairie de France), 610 Fifth Avenue,
New York, N.Y. 10020 French

French Book Guild, 1860 Broadway, New York , N.Y. 10023

The French Book Shop (Librairie Française), 556 Madison Avenue, New York, N.Y. 10022

Gessler Publ. Co., Hastings-on-Hudson, N.Y.
French and Spanish games, books, pictures, etc.

Goldsmith's Music Shop, 401 West 42 Street, New York, N.Y. 10036
Records for French, German, Italian, Russian and Spanish

Herder Book Center, 232 Madison Avenue, New York, N.Y. 10016
French, German, Italian, Latin, Spanish, Portuguese

Iaconi, M. & M. Book Imports for Children, 300 Pennsylvania Avenue,
San Francisco 7, Calif. All languages

Italian Book Co., 147 Mulberry Street, New York, N.Y. 10021
Italian

McKay, David, 750 Third Avenue, New York, N.Y. 10017 (distributor for Longman's)
Foreign language books and records

Mills Music, 1619 Broadway, New York, N.Y. 10019
Songbooks, records in all languages

Noble & Noble, 67 Irving Place, New York, N.Y. 10003
French

Nystrom, A. J. & Co., 3333 Elston Avenue, Chicago 18, Ill.
Maps

Overseas Newsstand, 8 Balfour Street, Valley Stream, N.Y. 11580
Periodicals

Package Library of Foreign Children's Books, 119 Fifth Avenue, New York, N.Y. 10003
All languages

Paris Book Center, 31 West 46 Street, New York, N.Y. 10036
French

Joseph Plauzoles, 2286 Pelham Avenue, Los Angeles 64, Calif.
Books and magazine subscriptions - French, German, Italian, Spanish

Rizzoli, Editore, 712 Fifth Avenue, New York, N.Y.
Italian

Rogers Book Service, 268 West 23 Street, New York, N. Y. 10011
French, German, Russian, Spanish

Rosenberg, Mary S., 100 West 72 Street, New York, N.Y. 10023
French, German

Schirmer, G., 609 Fifth Avenue, New York, N.Y. 10017
Foreign language music material

Schoenhof's Foreign Books, Inc., 1280 Massachusetts Avenue, Cambridge 38, Mass.
French, German, Russian

Stechert-Hafner, Inc., 31 East 10 Street, New York, N.Y. 10003
All languages

Frederick Ungar Publishing Co., 131 East 23 Street, New York, N.Y. 10010
French, German

S. F. Vanni, Publishers & Booksellers, 30 West 12 Street, New York, N.Y. 10011
French, Italian